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Living Together

English for the Social Sector

- The Human Adventure: from Childhood to Old Age
- Identity and Diversity
- Life in the Global Village
- Human Rights
- Immigration
- Social Problems
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PRESENTAZIONE

Questo corso di inglese tecnico settoriale, studiato per il settore dei servizi sociali, si propone di fornire agli studenti un valido supporto per l'**apprendimento attivo della microlingua** attinente il campo di specializzazione. In particolare, affronta ogni singolo tema attraverso varie **attività linguistiche che mirano ad integrare tutte e quattro le abilità** (*reading, writing, speaking, listening*) e a rendere lo studente il vero protagonista del processo di apprendimento. Gli obiettivi che il testo si prefigge sono:

- stimolare l'abilità comunicativa;
- far acquisire un bagaglio di termini specialistici;
- favorire l'abilità di lettura;
- sviluppare l'abilità di scrittura;
- consolidare l'abilità di ascolto;
- avvicinare gli studenti ai linguaggi pittorico, narrativo, poetico e teatrale;
- rinforzare le principali strutture linguistiche studiate nel corso del biennio.

Il testo si compone di nove Moduli (*Childhood, Adolescence, Old Age, Human Rights, Immigration, Life in the 21st Century, Social Problems, Careers in the Social Sector, Opening Doors to Diversity*), che affrontano tematiche inerenti le discipline di indirizzo, con l'intento di favorire **collegamenti interdisciplinari**. Ogni Modulo è introdotto da un testo di carattere generale, con funzione di *brainstorming*, corredato di un'attività di comprensione. Seguono letture di carattere specialistico che approfondiscono gli aspetti fondamentali di ogni tema. Le letture sono dotate di un *Glossary*, che spiega in inglese le espressioni più ostiche, mentre la terminologia semanticamente più rilevante è trattata in sezioni a parte (*Keywords*). Le attività linguistiche previste per ogni singolo brano rivestono una funzione di primo piano nella struttura generale del testo. Tra le attività proposte, un ruolo centrale è rivestito da quelle finalizzate allo sviluppo della *reading skill* (*Comprehension, Find the Topic, Clustering*). Alcune attività si soffermano, invece, sull'**organizzazione sintattica del testo** (*Find the First Sentence, Scrambled Sentences*) o sui suoi **meccanismi di coerenza semantica** (*Cloze Exercise*). Queste ultime sono utili anche ai fini dello sviluppo della *writing skill* e sono affiancate da altri esercizi più specificamente legati alla scrittura. Per quanto riguarda le attività di *speaking*, oltre a quelle denominate *Speaking* o *Role-playing*, possono essere eseguite oralmente anche le attività di *Comprehension*, nonché quelle di *Vocabulary*. L'abilità di *listening* è consolidata attraverso l'ascolto dei brani riportati sul **CD Audio** allegato all'opera. Ognuna di queste attività di ascolto è corredata di specifici esercizi volti a valutare la comprensione e la capacità di rielaborazione.

La **riflessione sulla lingua** è condotta con particolare attenzione nelle sezioni denominate *The Language Corner*, che si soffermano anche sull'**aspetto pragmatico e socioculturale della lingua**.

Ogni Modulo, infine, si chiude con una **sezione di consolidamento grammaticale** (*Grammar Practice*) che rivede le principali strutture linguistiche affrontate nel corso del biennio e costituisce un abile strumento di consultazione e di revisione.

Il volume si concentra anche sull'analisi del linguaggio letterario e delle arti visive, introducendo, direttamente nella trattazione, testi narrativi, poetici e teatrali, nonché opere pittoriche e cinematografiche in apposite sezioni (*The World of Painting* e *The*

World of Cinema). Tali proposte sono strettamente correlate dal punto di vista tematico agli argomenti trattati e sono corredate di attività mirate all'esame dell'opera in senso stretto e/o a una riflessione più approfondita sulle tematiche affrontate. Oltre all'indubbio valore educativo, tali contributi possono rivelarsi utili ai fini di una maggiore **interdisciplinarità** su cui modulare il colloquio finale dell'esame di Stato.
Ogni modulo è stato corredato di estensione on-line, vale a dire **letture corredate di esercizi** e di **file audio** per esercizi di ascolto, scaricabili dal sito dell'editore, indicate in modo chiaro direttamente nel testo in corrispondenza del paragrafo di riferimento.

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Living Together è pubblicato in **forma mista** (cartacea + estensione off-line e on-line), conformemente a quanto disposto dall'attuale normativa sulle adozioni dei libri di testo. Il volume cartaceo è integrato, infatti, in un processo di sinergia, da materiale didattico scaricabile dal sito dell'editore, che permette di interagire con le nuove tecnologie di supporto all'apprendimento. Si tratta di contributi testuali corredati di attività e file audio per esercizi di *listening* aggiuntivi.
Per accedere al materiale didattico, è sufficiente collegarsi al sito web dell'editore (www.editricesanmarco.it) e selezionare, nella **sezione Risorse on-line**, la categoria **Inglese** e, successivamente, il titolo **Living Together**.
Per i soli docenti, nella **sezione Risorse on-line**, è a disposizione una parte del testo in formato multimediale.

MODULE 1

Childhood

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- CHILD DEVELOPMENT;
- NEWBORN AND INFANT CARE;
- CHILDHOOD EDUCATION;
- NURSERY RHYMES AND LULLABIES;
- PLAY.

YOU WILL ALSO LEARN HOW TO ANALYSE A POEM, A WORK OF FICTION AND A PAINTING. FINALLY, YOU WILL REVISE THE USE OF THE SIMPLE PRESENT AND OF THE PRESENT CONTINUOUS.



1 Introduction
2 The Child Development
3 Newborn and Infant Care
4 Early Childhood Education
5 Nursery Rhymes and Lullabies
6 Play
7 The World of Painting

GRAMMAR PRACTICE

Azioni nel presente

WEBBOOK LIBRO MISTO CON MATERIALI ON-LINE san marco **Web Extension**

1 What Do Babies Know?
2 Babies Use Rhythms to Adapt to Their Culture, Study Hints
3 Natural Environment and Imagination
4 Babies and Sleep
5 Introducing Baby's First Solid Foods
6 The Reggio Emilia Approach
7 The World of Painting

Introduction

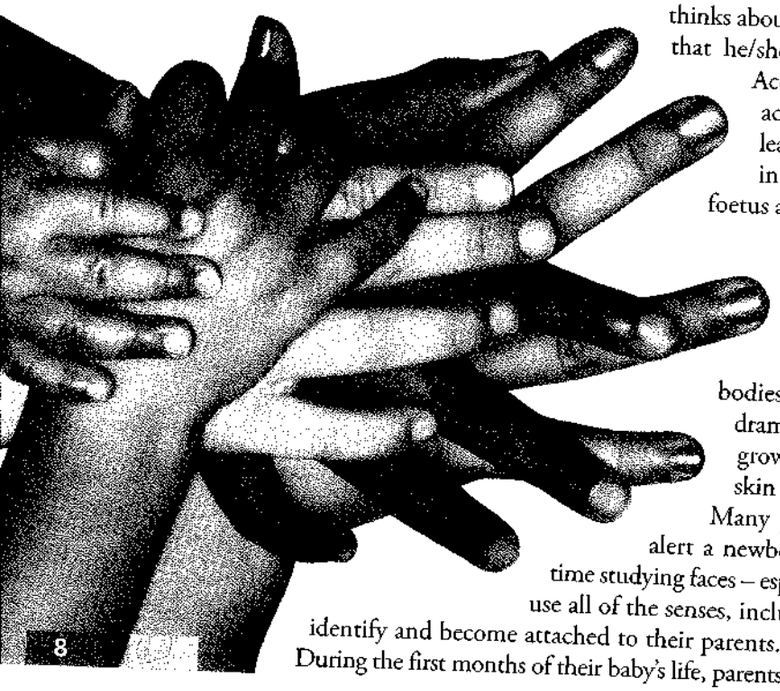
Every time a child is born it brings with it the hope that God is not yet disappointed with man.

Rabrindranath Tagore, Poet laureate of India

Biological life begins at the moment of conception. At that point, one single cell, which contains the genes from the parents joined together, splits into two cells, and over and over again into a bundle of cells which implant in the mother's uterine wall.

By four weeks the foetus has a heart beat and two weeks later the brain reveals electrical impulses. The skin, the first and most important sense organ, is complete after seven or eight weeks of pregnancy. By seven weeks the neuron cells begin to connect and the foetus, which is less than one inch long, begins to move spontaneously. At eight weeks the baby is around one and half inches long and has all the organs. Every minute about 100,000 nerve cells begin to sprout until there are around one billion at the moment of birth. The sense of smell is ready to function by the second month of pregnancy, while the sense of taste is active by the third month. By ten weeks foetuses are very active, they can suck their thumbs, jump and scratch their head or play with their umbilical cord. The ear completes its structural development during the second to the fifth month of pregnancy.

We do not know much about what a baby really experiences during the nine months in the mother's womb, what he/she senses, feels, thinks about and understands. But we do know that he/she responds to voices and sounds. According to experts who study the acquisition of language, the basis for learning one's mother tongue begins in the womb. It is possible that the foetus absorbs the particular characteristic rhythms of the mother's language.



Many newborns are tiny, wet creatures when they first emerge. Their heads are quite big when compared to the rest of their bodies. But their appearance will change dramatically over the next weeks as they grow. The limbs will extend and the skin tone will probably change too.

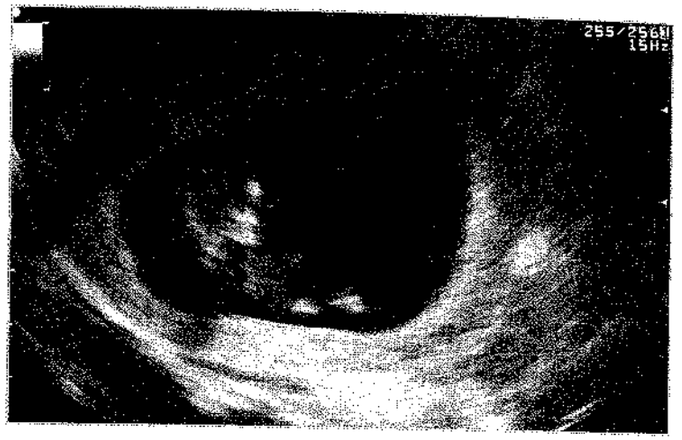
Many parents are surprised to see how alert a newborn really is. Babies spend much time studying faces – especially their parents'. Besides, they use all of the senses, including smell and touch, to further identify and become attached to their parents.

During the first months of their baby's life, parents are able to form deep, affectionate

bonds with him/her. Infants need a small, consistent group of people whom they can learn to know and trust.

Babies tell us about their feelings and needs through their facial expressions and body movements, as well as by babbling and crying. Crying is the main form of baby communication. Their cry tells us that they want or need something to happen – perhaps a nappy change, a bottle, a nap, or a hug.

Even before they understand words, babies love to hear language and respond by making sounds that gradually resemble adult speech. During the first two years of life, children understand much more than they can say.



A two-month-foetus.

READING COMPREHENSION

Answer the following questions.

1. When does biological life begin?
2. When does the foetus' heart begin to beat?
3. When does a foetus start to move?
4. How does a foetus' brain develop?
5. What does a foetus do by ten weeks?
6. How does a foetus start to acquire language?
7. What does a baby experience in the mother's womb?
8. What does a newborn look like?
9. How does a newborn recognise his/her parents?
10. Why are the first months of a baby's life so important for the parent-child relationship?
11. How do babies communicate with adults?
12. Do babies understand what is going on around them?

VOCABULARY

Find in the text the English equivalents of the following Italian words.

1. concepimento .....
2. geni .....
3. cellula .....
4. neurone .....
5. gravidanza .....
6. succhiare .....
7. pollice .....
8. grattare .....
9. cordone ombelicale .....
10. ventre .....
11. mormorare .....
12. pannolino per neonati .....
13. sonnellino .....
14. biberon .....
15. abbraccio .....

ACTIVITIES

FIND THE TOPIC

Read the following text and match each of the subtitles below with the corresponding section.

A Medicines
B Food
C Weight Gain
D Planning Ahead
E Drink

RULES FOR A SAFE PREGNANCY

The nine months between conception and delivery are filled with anticipation, and with advice. Here's the latest thinking about a safe pregnancy.

1 .....

Most birth defects occur three to six weeks after conception. To be safe, women should begin taking a daily vitamin that contains at least 400 micrograms of folic acid and about 5,000 units of vitamin A two months before conception. Besides, they should make sure they are immune to German measles and chickenpox, which can cause birth defects.

2 .....

Pregnant women must never eat for two. On the contrary, they should not increase their food intake in the first three months. Overweight women should gain no more than 15 to 25 **pounds**; average women, 25 to 35 pounds; thin women, 28 to 40 pounds.

3 .....

Calories must be spent wisely during pregnancy. High levels of mercury in shark, swordfish, king mackerel may harm the baby's developing brain, and for this reason this type of fish should be avoided by pregnant women. Soft, unpasteurised cheeses and uncooked hot dogs can carry the listeria bacteria, which cross the placenta, while uncooked seafood can carry hepatitis A. Peanuts are a good source of folate and protein, but pregnant women with a family history of allergies may want to avoid them.

4 .....

Until researchers establish a safe level of alcohol consumption for pregnant women, mums-to-be should avoid it. Women should also switch to decaffeinated coffee or limit intake to one or two cups a day. Diet sodas appear to be safe.

5 .....

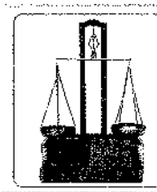
"If you can avoid using **drugs** in pregnancy, avoid them," says Massachusetts General Hospital's Laura Riley, chair of the committee on obstetric practice for the American College of Obstetricians and Gynecologists.

(Adapted from *Time*)



KEYWORDS

A **pound** is a unit for measuring weight, equal to 0.454 kilograms. The 'word' **drug** has two main meanings in English. It may refer to a substance used as a medicine or to a habit-forming substance that affects the nervous system.



The Child Development

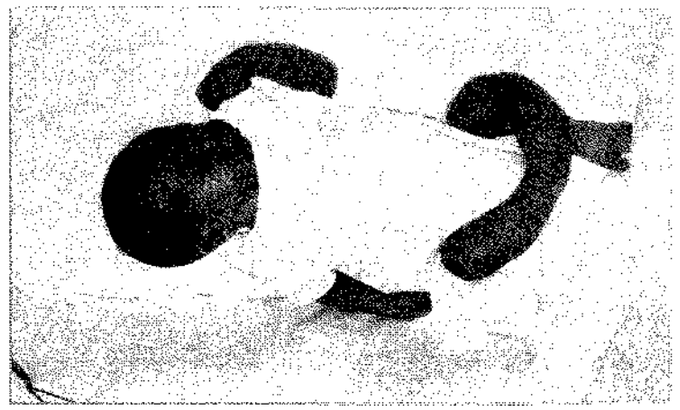
Though children grow and develop at different rates, they all pass a set of developmental milestones which concern four main areas:

- physical development;
- social and emotional development;
- cognitive development;
- language development.

These four areas often overlap[1], as development in one area may be reinforced and enhanced[2] by growth in others. Besides, each child develops differently and he/she may develop more quickly in one area than in another.

1 have some parts which are the same
2 improved

Physical Development 2.1



Since their birth babies show the desire to explore the world around them, and they move their eyes and their bodies towards the people and the objects that comfort them. They not only move closer to desired objects, but also move desired objects closer to themselves. As they grow, they begin to master movement, balance and motor skills.

During their first year, babies learn the basics of self-movement and improve the skills needed for hand-to-mouth coordination and the holding of objects. By three months they begin to raise their head when lying on their stomach, to hold head up for a few seconds if supported, and to hold hand in a fist.[1] They are also able to use sucking and grasping reflexes. They are fascinated by their own hands and keep touching, pulling and tugging[2] them.

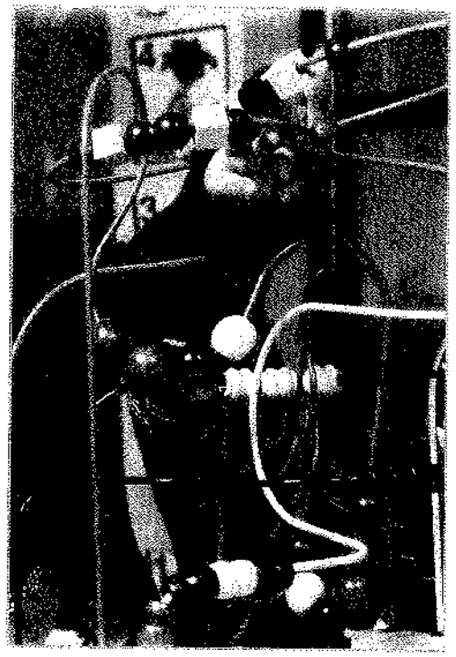
From three to six months babies become stronger and more agile. They generally begin to roll over, to reach for and touch objects and to put them in mouth, and to make discoveries with objects. From six to nine months most babies begin to crawl, to transfer objects between hands, and to grasp things and pull them towards themselves. From nine to twelve months most babies can sit without support, they throw objects, pick things up with thumb and one finger, drop[3] and pick up toys. When they reach the age of one year, most children can walk alone, pick up toys from a standing position,

1 the hand when it is tightly closed
2 pulling with short pulls
3 let something fall

abc

4 short stick
5 the part of your body where your hand joins your arm

push and pull objects, and move to music. Both balance and eye-hand coordination become more precise so that most children can put rings on a peg,[4] scribble, grasp and hold a small ball, and turn two or three pages at a time.



From two to three years, children become more comfortable with motion and coordination. Most begin to run forward, jump in place with both feet together, and kick ball forward. They can also manipulate small objects with increased control. Now they can turn pages one by one, draw a circle and paint with wrist[5] action, making dots and lines.

From three to four years children's precision of motion increases significantly. They can run around obstacles, walk on a line and balance on one foot. They can also ride a tricycle and throw and catch a ball.

When they reach the age of five, children have become more confident and are able to walk backwards, jump forward, walk up and down stairs. They can also copy squares and crosses and print a few capital letters.

ACTIVITIES

READING COMPREHENSION

What are the most important steps in the child's physical development? Fill in the chart below.

AGE	WHAT BABIES CAN DO
3 MONTHS	
6 MONTHS	
9 MONTHS	
12 MONTHS	
TWO/THREE YEARS	
THREE/FOUR YEARS	
FIVE YEARS	

ACTIVITIES

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

All children grow and develop in the same way. T ☐ F ☐

Even newborns move their eyes and bodies. T ☐ F ☐

Babies start to raise their heads when they are one month old. T ☐ F ☐

Babies like to look at their hands. T ☐ F ☐

Most children can walk alone when they are one year old. T ☐ F ☐

When they reach the age of one year, most children can turn the pages of a book one by one. T ☐ F ☐

.....

.....

.....

.....

.....

.....

.....

.....

WRITING

Write sentences which have the same meaning as the following.

During their first year, babies learn the basics of self-movement.

.....

.....

From three to six months babies become stronger and more agile.

.....

.....

They can also manipulate small objects with increased control.

.....

.....

From three to four years children's precision of motion increases significantly.

.....

.....

2.2 Social and Emotional Development

Emotional development and social skills are often harder to pinpoint[1] than physical development. The milestones of social development reflect in the ability to pay attention, make transitions from one activity to another, and cooperate with others.
From the start, babies show a strong desire to explore their body and the place where they live. They spend a lot of time getting to know their own bodies: they watch their own hands, suck their fingers and look at the part of the body that is being touched.
They are also interested in other people and learn to recognise the people who take care of them. Most infants respond positively to touch, benefit from short, frequent interactions, and smile and show pleasure in response to social stimulation.
From three to six months, babies generally initiate social interaction. They smile spontaneously and pay attention when their own name is called. By nine months they start to express several clearly differentiated emotions and to respond actively to language and gestures. They also distinguish friends from strangers and show displeasure at the loss of a toy. As they near age one, imitation and self-regulation become more and more important. Most babies can hold a cup with two hands and drink with assistance, hold out arms and legs when being dressed, imitate simple actions, and show anxiety when separated from parents.
When they are one year old, children become more aware of themselves and their ability to make things happen. They are also likely to initiate interaction with other people. They recognise themselves in photographs or in the mirror and smile or make faces. They imitate adults' behaviours and show intense feelings for parents and affection for other familiar people.
When they are two years old children begin to experience themselves as more powerful, creative 'doers'. They show awareness of gender identity[2] and begin self-evaluation, developing notions of themselves as good, bad etc. They also experience rapid mood shifts[3] and may show increased fearfulness and aggressive feelings and behaviours.

abc
1 to explain
2 the fact of being male or female
3 changes
4 skill and speed in doing something



Besides, they start to be assertive about their preferences and say no to adults' requests. They enjoy parallel play engaging in solitary activities near other children. They are likely to defend their possessions, use objects symbolically in play and take part in simple group activities, such as singing, clapping or dancing.
As their dexterity[4] and self-help skills improve, 3-year-olds become more independent. They also begin to be more interested in other children and are more likely to share toys and act out whole scenes in dramatic play. At the age of four, children are more aware of themselves as individuals. They start to compare themselves with others, to develop friendship, to express more awareness of other people's feelings and to enjoy imaginative play with other children, bringing it closer to reality by paying attention to detail, time and space.

ACTIVITIES

COMPREHENSION

Answer the following questions.

1. What are the key abilities in a child's social development?
2. How do babies explore their bodies?
3. How do babies interact with the people around them?
4. When do they start to imitate adults' actions and behaviours?
5. When do they become more aware of themselves? How do they show this awareness?
6. What happens when they reach the age of two?
7. When do they acquire more independence?
8. What kind of play are 3-year-olds often engaged in?

VOCABULARY

Find synonyms in the text for the following words.

1. Growth .....
2. Will .....
3. To start .....
4. Feelings .....
5. Concern .....
6. Strong .....
7. Concepts .....
8. Lonely .....

THE PARENT-CHILD RELATIONSHIP

Parents play a crucial role in shaping the development of children and the context in which parent-child relationships develop is likely to affect the nature of the relationships themselves. Such factors as financial and emotional stress, social support, infant temperament and parent personality may influence the nature of the parent-child relationship and its impact on the child's development.
Responsive[1] parents are warm and accepting towards their children, enjoying them and trying to see things from their perspective. Demanding[2] parents maintain consistent standards for their child's behaviour. Children's healthy psychological development is facilitated when the parents are both responsive and moderately demanding.

abc
1 eager to communicate and to react in a positive way
2 expecting to have things exactly the way you want them

3 hard

Just like with any relationship, building a positive relationship between parent and child is one task that requires work and effort to make it strong and successful. Parenting is a tough[3] job, and maintaining close relationships and open communications helps to ensure parents and their children stay connected through all ages of their upbringing.
The poem *For a Five-Year-Old* by Fleur Adcock deals with a childhood experience seen from a mother's point of view.
An apparently trivial experience provides a mother with the opportunity to meditate on the role parents play in the upbringing of their children and on the importance of communication between parents and children.

STARTER

What do you remember of your life when you were five years old? How did you usually spend your free time?

For a Five-Year-Old
(from Fleur Adcock, *Selected Poems*, 1983)

A snail is climbing up the window – sill
Into your room, after a night of rain.
You call me in to see, and I explain
That it would be unkind to leave it there:
It might crawl[1] to the floor, we must take care
That no one squashes it. You understand,
And carry it outside, with careful hand,
To eat a daffodil.

I see, then, that a kind of faith prevails:
Your gentleness is molded[2] still by words
From me, who have trapped mice and shot wild birds,
From me, who drowned your kittens,[3] who betrayed
Your closest relatives, and who purveyed[4]
The harshest kind of truth to many another.
But that is how things are: I am your mother,
And we are kind to snails.

1 move slowly
2 (British English: 'moulded') guided, shaped
3 young cats
4 provided

Fleur Adcock (1934 –)
She was born in Papakura, New Zealand. She has worked as a librarian, first in New Zealand and then in London. In 1963, she joined the Foreign and Commonwealth Office in London. One year later she published her first book of verse, *The Eye of the Hurricane*, which was followed by many other successful volumes, such as *Tigers* (1967), *High Tide in the Garden* (1971), *The Inner Harbour* (1979), *Selected Poems* (1983), *The Incident Book* (1986), and *Time Zones* (1991). Her poetry is characterised by a daring juxtaposition of the mundane with the bizarre and by an allegorical treatment of domestic matters.



READING COMPREHENSION

Answer the following questions.

- Can you relate in your own words the events described in the first stanza?
- What is the child's reaction to her/his mother's words?
- What is the 'faith' the speaking voice mentions in line 9?
- Is there a contradiction in the mother's behaviour? If so, which one?

TEXT ANALYSIS

Answer the following questions.

- Is a rhyme scheme employed in the poem?
- Can you see any syntactical devices? What is their effect?
- How would you define the language of the poem?
- Which tone is employed by the poet?

WRITING

Write a dialogue between the child and the mother based on the first stanza.

SPEAKING

To what extent can a child's personality be moulded by his/her parents? Are parents' words as important as behaviours?

EXTENSION

HOW TO ANALYSE POETRY
A poem is a self-contained text, written in *lines*. Groups of lines in a poem form different *stanzas*. Four-line stanzas are called *quatrains*; stanzas of three lines are called *tercets*, while *couplets* are stanzas of only two lines.
Layout, *sound* and *language* are very important in a poem. To get the full meaning of a poetic text you need to consider how these three main aspects are interwoven and reinforce each other. The visual *layout* of a poem is how the poem looks on the page: are the lines long or short? Are the lines divided into stanzas? Is the line arrangement usual or unusual?
A line, for example, can continue without a pause beyond its end. This syntactical device is called *enjambment* or run-on-line.
Sound in a poem depends on the *rhyme scheme* (regular/irregular), and on the presence of further devices such as *alliteration* (the repetition of initial consonants sounds in different words that are near each other); *repetition* of single words, lines, stanzas, syntactic structures; *assonance* (the repetition of middle vowel sounds between different consonant sounds:"nine/white")
Sound in poetry does not imply only rhyme but also *stress*, that is accented syllables in a line. The stress pattern can be regular or irregular.
Some general effects created by sound devices are: softness, sadness, sweetness, sing-song effect etc. Rhyme, stress and all the sound devices contribute to the entire rhythm of a poem.
Language is the essential material out of which poetry is made. What makes the language of poetry different from ordinary language? Poetic language has a figurative aspect and makes use of *figures of speech*, such as:

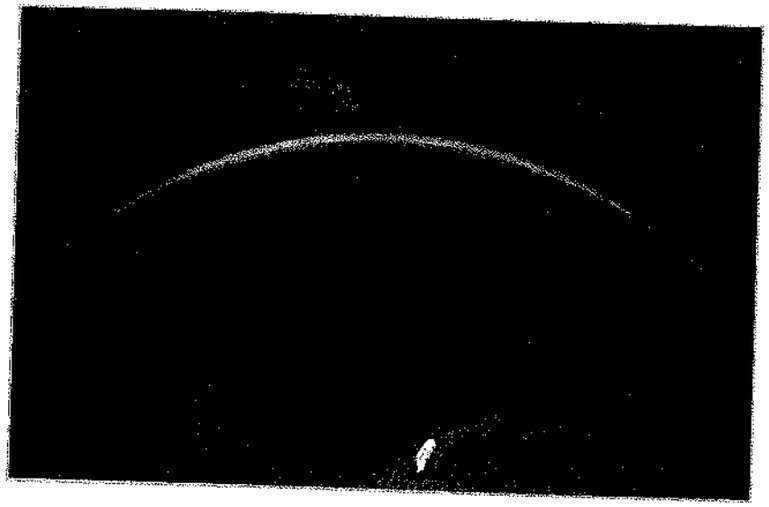
- *simile* – an explicit comparison that uses the words 'like' or 'as' to draw two objects or images into a relationship ("the fog comes slowly like a cat");
- *metaphor* – an implicit comparison. The words 'like' or 'as' are omitted ("life without dreams is a frozen field");
- *symbol* – an object, a person, a place, an animal which represents an idea or feeling, suggesting more than its literal meaning.

In every poem there is a *speaking voice* that can be the poet or a person different from the poet. We can identify the *tone* of the speaking voice by noting the poet's use of poetic devices.
A poem may contain abstract or concrete *images*. An image can appeal to the five senses: sight, hearing, taste, smell and touch.

2 CHILDREN'S GIFT OF PERCEPTION

Since it is completely free from prejudices and preconceptions, children's mind is able to see and understand the real nature of things.
According to Romantic poets perception is a childhood's natural gift which allows the child to see and understand the perfection of nature better than anyone else. This happens because children are connected to nature, they are part of nature itself and live in a state of innocence.
Nature is a sort of living entity which has an important role in acquiring meaningful insight into the human condition. Only an eye and an ear that sees and listens without any prejudices can enjoy the beauty nature has to offer to mankind.
The poem *The Rainbow* by William Wordsworth is based on the idea that every child has unique potentialities to develop and is guided in his/her development by an inner wisdom and by the force of nature. Children are provided with a sort of sacred power which helps them develop toward perfection. The renewal of the human world relies on the truth that is in the natural instincts of the child.

Look at the painting by Friedrich and describe what you see.



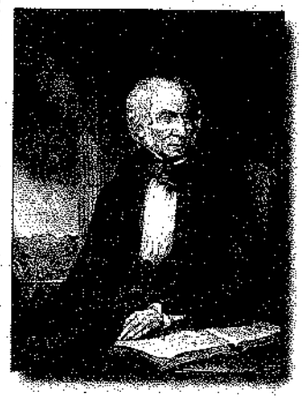
Caspar David Friedrich, Mountain Landscape with Rainbow, 1810, Museum Folkwang, Essen.

The Rainbow
(William Wordsworth, 1802)

My heart leaps up[1] when I behold[2]
A rainbow in the sky:
So was it when my life began;
So is it now I am a Man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound[3] each to each by natural piety.

1 when your heart leaps up, you feel a sudden happiness or excitement
2 see
3 tied

William Wordsworth (1770-1850)
He was born in Cumberland in 1770 and was one of the most famous English Romantic poets. He attended St John's College in Cambridge and visited France and Switzerland. In 1797 he moved with his sister Dorothy to Racedown Lodge on the Devon/Somerset border, where he met the poet Samuel Coleridge, with whom he published the *Lyrical Ballads* in 1798. Later that year the Wordsworths moved to Dove Cottage, in the Lake District. From about 1798 Wordsworth worked on a large philosophical and autobiographical poem, *The Prelude*, which was published in 1850.
The remembrance of the past, nature and childhood are some of the main themes of his poetry.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What happens when the poet sees a rainbow?
2. Was his reaction different when he was a child?
3. Does the poet think old people must have different reactions than children?
4. What does the line "The Child is father to the Man" mean in your own opinion?

TEXT ANALYSIS

Answer the following questions.

1. Is a rhyme scheme employed in this poem?
2. Can you find any syntactical devices?
3. What kind of language is used?
4. Does the poet employ any phonological figures?

CLOZE EXERCISE

And now complete the passage with the following words: **revere** · **old** · **feel** · **power** · **sky** · **joy**.

In this poem, Wordsworth expresses his joy and awe at the sight of a rainbow in the ..... 1. The same 'natural piety', that is 'reverential respect', he had as a young child he experiences now as a man, and he hopes never to lose it as he grows ..... 2. 'The Child is father of the Man' because children, who appreciate the perfection of nature in a spontaneous way, can teach adults the same ..... 3, and they are in this sense wiser than adults.
The child is the basis for the adult we become. What we ..... 4 and experience as children will give birth to the adult we become, and when an adult loses this ability to see the real meaning of life, it is time for him/her to die. For this reason, we must ..... 5 the child within us by allowing him/her to participate in our adult life.
Descriptions of nature, and the effects of natural scenery upon a contemplative soul appear throughout Wordsworth's poems. Though Wordsworth seldom speaks of the Christian God, he feels surrounded by some kind of 'higher ..... 6' as he contemplates nature.

2.4 Language Development

Long before children can say words, they are active language learners. From the very start, infants pay close attention to language. They are interested in the sound of the human voice and they watch the face and lips of a speaking person. By the first year of their life, they can distinguish all of the speech sounds that occur in natural language, and as they grow they begin to specialise in the sounds of their home language. Most infants will respond to speech by looking at the speaker and react differently to the voice of a parent than to other voices. Besides, they attempt to imitate sounds and communicate with bodily movements, by crying, babbling, and laughing.

3



Crying, in particular, is probably the first form of communication of a baby. It is common for an attentive parent to think that crying always means hunger or pain. But there are many reasons for calling out for help: the baby could be worried, wet, cold, hot, afraid, lonely or bored. Parents who spend a lot of time watching and listening to their babies can learn, even in the early days, what each different cry means.

Even small babies love to have 'conversations': they exchange sounds, facial expressions and gestures. But between six and nine months children's vocalisations increase. Most babies of this age begin repetitive babbling and they associate gestures with simple words. From nine to twelve months children are getting ready to talk. Around the first birthday, language production doubles. Many babies of this age understand the names of familiar people and objects and show their understanding with responsive body language and facial expressions. They also start to say a few words. By the age of two children have learnt many new words. They can say a few words clearly and a few dozen additional words that family members can understand. From about eighteen months, they begin learning nine new words a day. Good language development also depends on the language the child hears around him/her. An adult who talks and sings to the infant is also teaching him/her language. From two to three years of age both understanding of language and speaking develop more rapidly. Most 2-year-olds can join familiar words into phrases and begin to use modifiers such as adverbs and adjectives. Besides, they enjoy listening to stories and can recount events that happened that day. When children reach the age of three, their language usage becomes more complex. Most 3-year-olds can make themselves understood to strangers, despite some sound errors. They are able to use more complex grammar, such as plurals and past tense and understand sentences involving time concepts. Besides, they can follow a series of two to four related directions and sing a song or repeat one nursery rhyme.

4-year-olds use language not only to converse, but also to exchange information. Most can retell a story an combine thoughts together into one sentence. Besides, they can ask 'when', 'how' and 'why' questions and refer to causality by using 'because' and 'so'. They can also understand sequencing of events when clearly explained.

(Adapted from *The Whole Child. ABCs of Child Development*)

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When do children start to learn to speak?
2. How do they learn to speak?
3. What does crying mean?
4. When do vocalisations increase?
5. When do they say the first words?
6. What does good language development depend on?

READING COMPREHENSION

Now fill in the chart below.

AGE	LANGUAGE DEVELOPMENT
1 YEAR	
2 YEARS	
3 YEARS	
4 YEARS	

VOCABULARY

Match each term with the correct definition.

1 Infants	A *Making sounds with your voice while you are smiling*
2 Babbling	B *People you do not know*
3 Laughing	C *Unhappy because you are alone*
4 Bored	D *Movements of part of your body, especially hands or head*
5 Lonely	E *Babies or very young children*
6 Gestures	F *Making a sound like water moving over stones*
7 Modifiers	G *Tired and impatient*
8 Strangers	H *Words that give additional information about another word*

ACTIVITIES

LISTENING

While listening to the following short text on language acquisition fill in the blank spaces.

LEARNING TO TALK

Children generally learn to talk surprisingly ..... [1], and most of them, by the age of four can talk on a wide variety of ..... [2], using a language that is rich in vocabulary and appropriate to the ..... [3] and purpose.

Children develop skills in ..... [4] at the same time as they are developing knowledge of the use of words in different ..... [5] to express meanings. They learn and use their knowledge of the pronunciation and ..... [6] of the language in the course of conversation. But to participate in conversation in a way that appears to be ..... [7] and natural requires skills that go beyond the ability to produce well-articulated grammatical ..... [8] of words. These skills are referred to as conversation or ..... [9] skills. As they grow, children become increasingly ..... [10] to the different ways in which messages need to be constructed.

IMAGINATION – A CHILDHOOD'S NATURAL GIFT

Imagination is the ability to dream, create, improvise and entertain oneself anywhere and anytime. Imagination is an essential gift for children as it allows them to express their true authentic self and enhances[1] their ability to deal with[2] feelings and problems. Besides, imagination is important because it integrates a child's feelings and actions. It is a sort of mental place where a child can experiment and feel control and power over his/her emotions and ideas. Sometimes children can be overwhelmed[3] by their own emotions but by using their imagination, they can master[4] their feelings.

For all these reasons imagination plays a crucial role during childhood and words often evoke unusual associations in the mind of children.

In *The Songlines*, Bruce Chatwin recalls how, during his childhood, the word 'Australia' used to call to his mind a series of strange-looking creatures and was always associated to the idea of movement and travel which were to become the primary goals of his adult life.

1 improves
2 to face
3 feel confused
4 manage to control

What kind of books did you like reading/ looking at during your childhood?

An Incessant Red Country
(from Bruce Chatwin, *The Songlines*, 1987)

In my childhood I never heard the word 'Australia' without calling to mind the fumes of the eucalyptus inhaler and an incessant red country populated by sheep.

My father loved to tell, and we to hear, the story of the Australian sheep-millionaire who strolled into a Rolls-Royce showroom in London; scorned[1] all the smaller models; chose an enormous limousine with a plate-glass panel between the chauffeur and passengers, and added, cockily,[2] as he counted out the cash, 'That'll stop the sheep from breathing down my neck.'

I also knew, from my great-aunt Ruth, that Australia was the country of the Upside-downers. A hole, bored straight through the earth from England, would burst out under their feet.

'Why don't they fall off?' I asked.

'Gravity,' she whispered.

She had in her library a book about the continent, and I would gaze in wonder at pictures of the koala and kookaburra, the platypus and Tasmanian bush-devil, Old Man Kangaroo and Yellow Dog Dingo,[4] and Sydney Harbour Bridge.

But the picture I liked best showed an Aboriginal family on the move. They were lean, angular people and they went about naked. Their skin was very black, not the glitterblack[5] of negroes but matt[6] black, as if the sun had sucked away all possibility of reflection. The man had a long forked beard and carried a spear[7] or two, and a spear-thrower. The woman carried a dilly-bag[8] and a baby at her breast. A small boy strolled beside her – I identified myself with him.

I remember the fantastic homelessness[9] of my first five years. My father was in the Navy, at sea. My mother and I would shuttle back and forth,[10] on the railways of wartime England, on visits to family and friends.

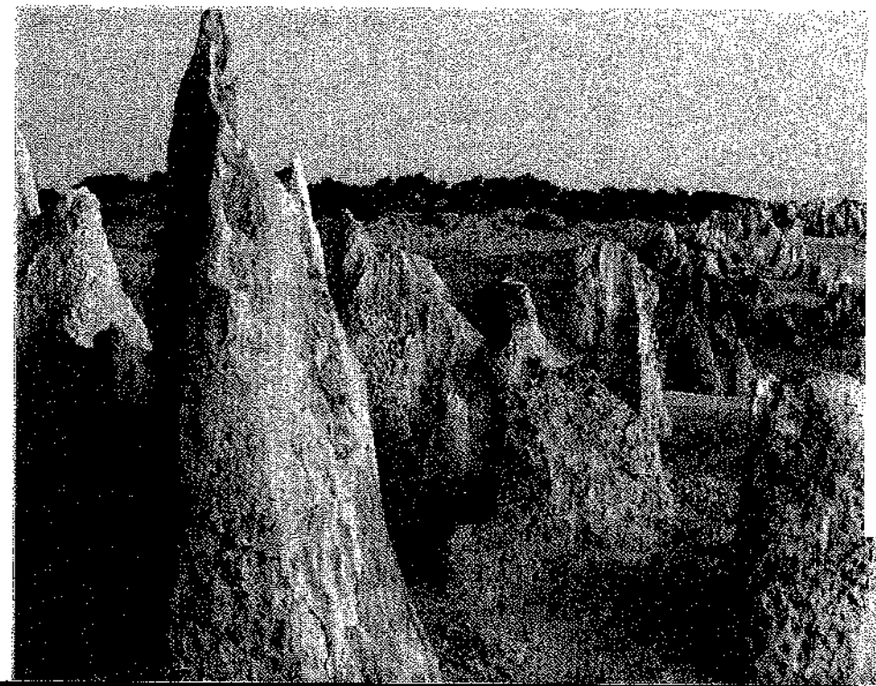
All the frenzied agitation of the times communicated itself to me: this hiss[11] of steam on a fogbound[12] station; the double *clu-unk* of carriage doors closing; the drone[13] of aircraft, the searchlights, the sirens; the sound of a mouth-organ along a platform of sleeping soldiers.

Home, if we had one, was a solid black suitcase called the Rev-Robe, in which there was a corner for my clothes and my Mickey Mouse gas-mask. I knew that, once the bombs began to fall, I could curl up[14] inside the Rev-Robe, and be safe.

1 rejected because not worth accepting
2 with arrogance
4 animal species native to Australia
5 shiny black
6 dull
7 a pole with a sharp pointed blade at one end
8 bag made of fibre
9 the condition of not having a home
10 travel frequently
11 a noise that sounds like 'ssss'
12 trapped by fog
13 a continuous low dull sound
14 lie with arms and legs bent close to the body



Bruce Chatwin
(1940-1989)
This British writer is known for his novels and travel essays.
As a young boy he created his first job as a guide to Shakespeare's monument and tomb. When he was fourteen, he travelled alone to Sweden, living there with a family to whom he taught English. He worked as a columnist for the *London Times* and was particularly interested in the study of nomadic cultures. His first book *In Patagonia* (1977) consists of a hundred short chapters relating the author's adventures in Patagonia, while *The Songlines* (1987) was inspired by Chatwin's travels among aboriginal nomads in Australia. He died in 1989 at age 48.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Which senses are foregrounded in the first paragraph? Make examples from the text.
2. Why is Australia defined as the country of the "Upside-downers"?
3. Why do you think young Bruce is fascinated by Ruth's book about Australia?
4. Chatwin makes a sort of parallelism between the Aboriginal family in the picture and his own family. What do they have in common?
5. What was the Rev-Robe? What did it contain?

TEXT ANALYSIS

Answer the following questions.

1. What kind of narrator is employed in this book?
2. Which narrative mode prevails?
3. Which characters are mentioned? Are they described or not?
4. What kind of language is used?
5. When is the passage set?
6. Is the setting described in detail or not?

EXTENSION

When dealing with a work of fiction you must consider some aspects such as the *narrative mode*, the *point of view*, the nature of the *characters*, the *setting* and the particular quality of the discourse.

THE NARRATIVE MODE

There are three main types of narrative modes:

- **narration**: when the events are simply related. In this case verbs of movement or action prevail.
  E.g.: *One evening, in the beginning of June, I had stayed out very late with Mary Ann in the wood; we had, as usual, separated ourselves from the others, and had wandered far: so far that we lost our way, and had to ask it at a lonely cottage, where a man and woman lived, who looked after a herd of half-wild swine that fed on the mast in the wood.*

  (from Charlotte Brontë, *Jane Eyre*)
- **description**: when people or places are described. In this case static verbs prevail.
  E.g.: *North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brother's School set the boys free.*
  An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground.

  (from James Joyce, *Dubliners*)
- **dialogue**: when the personality of the characters is depicted through their words.
  E.g.: – *Bartleby, – said I, – when those papers are all copied, I will compare them with you.*
  – *I would prefer not to.*
  – *How? Surely you do not mean to persist in that mulish vagary?*

  (from Herman Melville, *Bartleby, The Scrivaner*).

THE POINT OF VIEW

The point of view coincides with the perspective of the narrator, the 'persona' who tells the story.
If the narrator is inside the story (*first-person narrator*), the point of view is restricted.
If he/she is outside the story (*third-person narrator*), his/her perspective is wider.
A classical example of third-person narrator is the *omniscent narrator*, who has a total control over the fictional world and can enter the characters' mind to read their most secret thoughts.
The narrator can also enter into the story to anticipate some events, modifying the linear chronological sequence of the text. In this case he/she is an *obtrusive narrator*.
On the contrary, a narrator who remains invisible is called *unobtrusive*.

EXTENSION

CHARACTERS

The characters are the imaginary inhabitants of the world of fiction. A writer can *show* characters (through their dialogues) or can *describe* them.
Some characters develop in the course of the narrative (*open characters*), while others do not undergo any change (*closed characters*).

SETTING

The setting is the chronological, local and social dimension of a text. It is the background of a story and can be described in detail or coincide with a more general atmosphere.

DISCOURSE

Literary language is more complex than ordinary language.
When analysing language you will focus on the *syntax* (length of sentences, hypotaxis, parataxis, cohesion) as well as on the *lexis* (abstract/concrete nouns; archaisms/neologisms; compounds; derivatives; dynamic/stative verbs; modal/local/temporal adverbs, etc.).
Literary language is often figurative and makes use of such rhetorical devices as *similes*, *metaphors* and *symbols*.

- A simile is a comparison: *your face is as bright as the sun.*
- A metaphor is the use of a word to indicate something different from its literal meaning: *you are my sun.*
- A symbol is an image or object that suggests something else. The cross, for example, is the symbol of Christianity.

Newborn and Infant Care

A child is generally considered a newborn from birth to four weeks. Newborns can lift their heads for short periods of time, turning towards familiar sounds and voices, and moving their heads from side to side.
A baby or infant is generally considered a very young child, between birth and a one year old.
Routine care, such as feeding a baby or changing a diaper, provides rich opportunities for one-to-one contact.
Babies should be fed and changed according to their needs and not to a schedule.
Both breastfeeding and bottle-feeding provide an opportunity for closeness and interaction. Too much stimulation, such as bright light and constant noise, may cause babies stress.
Babies immunity to infections is just beginning to build. For this reason, you should always wash before and after feeding, diapering[1] and toileting.



3.1 After Childbirth

A baby will receive a health examination in the first minutes after delivery. His/her heart rate will be monitored to ensure the heart is properly functioning. A sample[1] of blood will be taken from the newborn's heel[2] to be tested, and a sample of umbilical cord blood will be taken to test for the baby's blood type. Newborns will be given an injection of vitamin K to boost[3] their blood clotting ability,[4] while his/her eyes will be treated with antibiotics to prevent infections.
Delivery room nurses will also take bodily measurements of the new baby. These measurements will be very important to assess[5] a newborn's rate of growth. The baby will be weighed again 24 hours later and given a more accurate examination.

1 a small amount
2 the curved back part of your foot
3 to improve
4 the ability of becoming thicker and more solid
5 to calculate



3.2 Baby's Hygiene

Proper hygiene is essential to keep a baby happy and healthy and to avoid infections. Beyond the obvious need for cleanliness, babies have certain areas that need special care, such as the area around the umbilical cord.
Two or three baths a week should be sufficient for the first year, as bathing too often may dry the baby skin. Until the navel[1] area is fully healed you must give baby sponge baths.
In order to sponge-bathe a baby, you must place him/her on a well-padded[2] surface in a warm room and have a basin of warm water, a damp washcloth, and a mild baby soap within easy reach. One hand must be kept on baby at all times and only the area to be washed must be exposed. Wash baby's face without soap and use mildly soapy water for the rest of the body.
When baby's navel area has healed, you can put him/her directly into a sink or plastic tub. Fill the tub with about 5 cm of water that feels comfortably warm to the inside of your wrist. Make sure you have all your supplies within easy reach before undressing the baby. Wash his/her face and hair with a soft cloth, taking care to shield his/her eyes. A baby towel complete with hood is a good way to keep your infant warm right out of the bath.
Most newborns need about ten nappies a day. Before starting to change your baby, make sure you have everything you need – a clean nappy, cotton, a small basin with lukewarm[3] water, and a washcloth.

1 the small hollow or raised place in the middle of your stomach
2 covered with a soft material
3 slightly warm

Always take the baby with you if you have to step away from the changing table, even if it is just for a short time.
Baby's nails must be constantly trimmed[4] to prevent baby from scratching himself/herself. Baby's nails are soft and easy to cut and you can trim them either with baby-sized nail clipper or with small scissors.
Two other important body parts that need constant cleaning are the ears and the nose. Wash only the outer ear and the entrance to the ear canal and do not use a cotton swab, which could damage eardrums. Irritability, fever, and a tendency for baby to tug at[5] his or her ear may signal an ear infection. Watch for dried mucus that collects in the nose and can partially obstruct breathing. A nasal syringe may be used to remove excess mucus from a runny[6] or congested nose in order to keep the airway free. Squeeze the bulb at the end of the syringe, insert the pointed tip gently into baby's nose, and release the bulb.



4 cut
5 to pull with one or more short, quick pulls
6 having liquid coming out of it

READING COMPREHENSION

Answer the following questions.

1. What do we mean by 'newborn'?
2. Why is hygiene essential for a baby?
3. How can you wash a baby in his/her first days of life?
4. When can you start to give him/her baths in a tub?
5. How should you wash a baby's ears?
6. How can excess mucus be removed from a baby's nose?

Decide if the following statements are true or false and correct the false ones.

1. A baby's heart is examined immediately after birth. T ☐ F ☐
2. Blood will be taken from the newborn's heel to test for blood type. T ☐ F ☐
3. An injection of vitamin K will be given the new baby to enhance growth. T ☐ F ☐
4. The weight of the new baby is also taken. T ☐ F ☐
5. The baby is examined more carefully a week after his/her birth. T ☐ F ☐

.....

.....

.....

.....

.....

ACTIVITIES

VOCABULARY

Find in the text the English equivalents of the following Italian words and expressions.

1 cordone ombelicale .....
2 spugna .....
3 vasca .....
4 polso .....
5 svestire .....
6 pannolone .....
7 asciugamano .....
8 timpano .....
9 fasciatoio .....
10 tiepido .....

WRITING

Write sentences which have the same meaning as the following.

1 Proper hygiene is essential to keep a baby happy and healthy.

.....

2 Wash baby's face without soap and use mildly soapy water for the rest of the body.

.....

3 Make sure you have all your supplies within easy reach before undressing the baby.

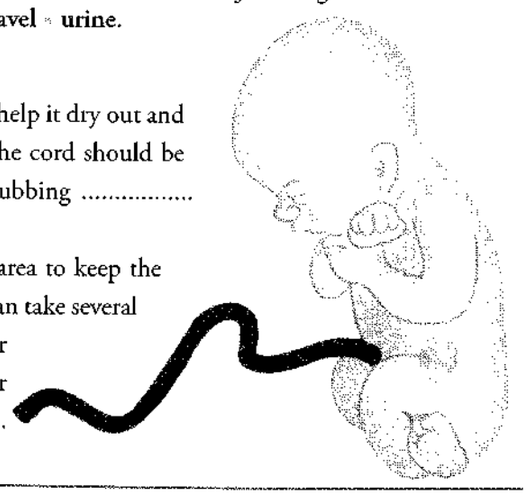
.....

4 Two other important body parts that need constant cleaning are the ears and the nose.

.....

CLOZE EXERCISE

Fill in the following guidelines on how to care for a baby's umbilical cord with the following words: **alcohol** ◦ **infection** ◦ **redness** ◦ **pediatrician** ◦ **diaper** ◦ **cotton** ◦ **navel** ◦ **urine.**



HOW TO CARE FOR A BABY'S UMBILICAL CORD

Clean the cord at each ..... 1 change to help it dry out and to prevent ..... 2. The area around the cord should be wiped with a ..... 3 swab dipped in rubbing .... 4.

Fold the baby's diaper below the ..... 5 area to keep the cord from being soaked with ..... 6. It can take several weeks for the cord stump to fall off. If you notice pus or ..... 7 at the base of the cord, call your ..... 8, as this may signal an infection.

LISTENING



While listening to the following instructions on how to dress an infant, fill in the blanks.

HOW TO DRESS AN INFANT

Step One
Change baby's 1

Step Two
Unless weather is hot, dress baby in a cotton ..... 2 unit with short sleeves.

Step Three
If weather is ..... 3, dress baby in a turtleneck.

Step Four
Gently pull on leggings, pants or ..... 4.

Step Five
Pull on socks, since babies get cold ..... 5.

Step Six
Zip up a jacket or button a sweater if heading ..... 6.

Step Seven
Top off with a ..... 7 or headband.

Tips & Warnings
If baby doesn't like getting dressed, turn it into a ..... 8 game.
Distract baby by letting him/her hold a small ..... 9 while being dressed.
Don't pull too hard on baby's ..... 10 or limbs while trying on clothes. If head, arm or leg openings are too tight, obtain a larger size of clothing.

(Adapted from eHow.com)

Baby's Feeding

3.3



The WHO logo



Choosing whether to breastfeed or formula feed a baby is one of the first decisions parents will make. Although there is no right or wrong choice, the *World Health Organization* (WHO) and many medical associations throughout the world recommend breastfeeding as the 'perfect food' for babies.

Breastfeeding allows mothers to provide their babies with all they need for growth and development. Breast milk not only contains all the nutrients babies need in an easily digested form, but it also contains antibodies which protect babies from all kind of infections. In particular, breastfeeding reduces the incidence of allergies such as eczema and asthma. Breast milk is the only food specifically designed, by nature, to meet a baby's individual needs. It contains such components as lactose, protein and fat, which are easily digestible as well as growth factors and hormones which help baby's development. All these substances cannot be reproduced in formula milk.

But breastfeeding has advantages for mothers as well. Women who breastfeed burn up to 500 extra calories a day and for this reason they can return to their pre-pregnancy shape and weight quicker. Besides, women who breastfeed feel a special bond[1] with their baby and may be less likely to develop postnatal depression. Breastfeeding also



abc
2 pouring

5

offers women some protection against developing ovarian cancer, breast cancer and hip fractures. Finally, breast milk is always ready and costs nothing.

But breastfeeding may not be possible or preferable for all women. Infant formula milk is a good alternative for mothers who are unable to breastfeed or who decide not to.

Formula milk must be brought to room temperature. You can warm it by placing the bottle in a bowl or large mug of hot water for a few minutes.

Then, test the temperature of the milk by tipping[2] a couple of drops of formula milk on your wrist. It should be lukewarm. Once milk is heated, it should never be reheated as this very rapidly increases the bacteria levels in the milk.

The hole in the teat should allow the milk to flow in a steady stream of several drops per second when the bottle is inverted. If the hole is too large, the baby will get too much milk too fast; on the contrary, if the hole is too small, the baby will get tired from sucking before he/she is satisfied. As babies get older, they generally prefer teats that provide a faster milk flow.

When bottle feeding, hold the bottle at an angle and keep the teat full of milk to prevent the baby from swallowing air with the milk.

Very soft food in small amount on tip of spoon should be introduced before seven months, to accustom infant to its feel. Self-feeding can begin as early as six months, as soon as baby can pick up bits of mashed potato or banana, well-cooked thin carrot slices or baby peas, or similar soft foods.

When baby begins using spoon, offer sticky foods such as thick rice cereal and mashed potatoes, which will not slide off spoon.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What are the two possible baby feeding alternatives?
2. Why does the WHO recommend breastfeeding?
3. What does breast milk contain?
4. Why is breast milk unique?
5. What are the advantages of breastfeeding for women?
6. How can you warm formula milk?
7. How can you prevent baby from swallowing air with his/her milk?
8. When is soft food introduced?

VOCABULARY

Find in the text the English equivalents of the following Italian words and expressions.

1. allattare al seno .....
2. OMS .....
3. anticorpi .....
4. asma .....
5. lattosio .....
6. latte artificiale .....
7. calorie .....
8. depressione post-parto .....
9. tettarella .....
10. biberon .....

SCRAMBLED SENTENCES

The following sentences go together to form a text on how to sterilise baby feeding equipment. Working in small groups put them into the right order.

STERILISING BABY FEEDING EQUIPMENT

1. The reason for this is that they do not receive the enhanced immunity provided by breast milk and so they are more susceptible to infection.
2. You should use a bottle brush to clean off any remnants of milk and ensure that the teats are clean by washing both sides and then running water through the hole.
3. As babies do not have fully developed immune systems it is important to sterilise all of their feeding equipment (including bottles, teats, beakers and pumps) to protect them against infection.
4. Before sterilising the baby's feeding equipment you must wash it in hot soapy water.
5. This is especially important for babies who are predominantly bottle fed with formula milk.

CLOZE EXERCISE

Read the following text and fill in the blanks with the following words: **safe** - **saucepan** - **one** - **sealed** - **ten** - **metal** - **bottles** - **milk**.

STERILISING METHODS

Boiling is the traditional method of sterilising bottles. You should use a ..... 1 that has not been used for any other purpose, fill it with water and fully submerge the bottles inside. You will need to boil the equipment for at least ..... 2 minutes. Steam sterilisers are an efficient way to ensure that bottle feeding equipment is ..... 3 to use. They only take approximately eight minutes to work and if ..... 4 can keep equipment clean for up to three hours. Sterilising solutions take about half an hour to work and often allow you to leave ..... 5 soaking for up to twenty-four hours if sealed, although you shouldn't leave them longer than this without changing the solution.

Steamers for use in the microwave are also available although you cannot use them to clean equipment with ..... 6 components. After you remove the baby's feeding equipment from your chosen sterilisation container you should fill it with ..... 7 as soon as possible to avoid contamination. Current guidelines suggest that you continue sterilising a baby's bottle feeding equipment until he/she reaches ..... 8 year of age.

3.4 Common Baby Infections and Ailments

e.g.

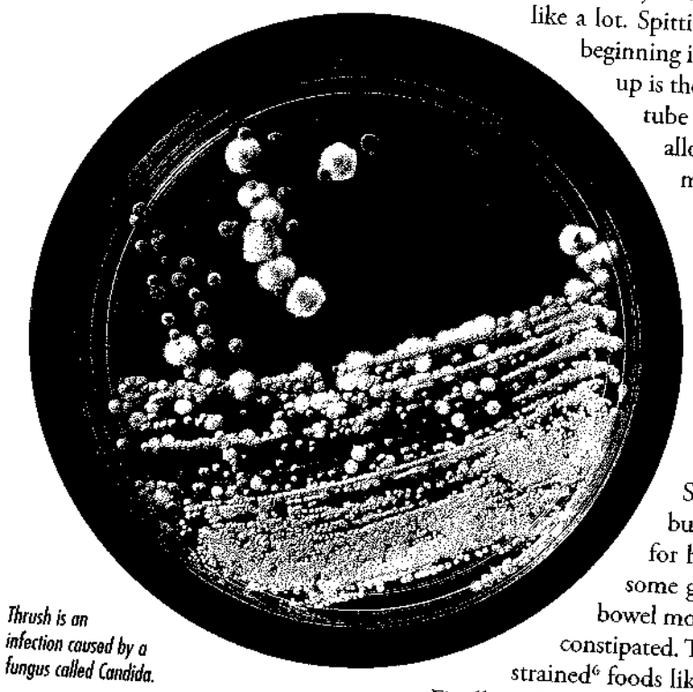
1 parts of an area
2 the hard upper part of the inside of your mouth
3 to move backwards
4 worry
5 trying very hard using all one's strength
6 sieved

Thrush is an infection caused by a fungus called *Candida* which begins as tiny flat white spots in the mouth. These spots come together and form 'cheesy' white patches[1] that may cover the tongue, the gums or sides and roof[2] of the mouth. If there are very many of these patches, the child may have pain while sucking and will not drink as much as usual. The doctor may prescribe an oral medicine used specifically for fungal infections.

Ear infection is very common in babies and children. Fluid may collect in the middle ear space and push against the eardrum, causing pain. This infection is often associated with upper respiratory infections such as colds or flu.

Symptoms of ear infections may include fever, pulling or rubbing the ear, irritability, loss of appetite, loss of hearing or vomiting. Since ear infections can be caused by bacteria, they are generally treated with antibiotics.

More than half of all babies spit up to some extent after they have been fed. Spitting up is when some of the baby's stomach contents spill out of her mouth. This usually involves only small amounts of liquid – although it often seems like a lot. Spitting up generally occurs shortly after feedings, beginning in the first few weeks of life. In most cases, spit-up is thought to be due to an immature muscle in the tube connecting the throat and stomach, which allows the stomach contents to back up[3] into the mouth. Most babies stop spitting up by the time they can sit up (when gravity can help keep things down). However, there are several things you can do to help babies to keep meals down: position baby upright; avoid vigorous play after feeding; control the amounts you are feeding and the teat hole size.



Thrush is an infection caused by a fungus called Candida.

Constipation in infants less than one year of age can be a source of concern[4] for parents. Sometimes the baby is not really constipated, but must be given time to set his own schedule for having a bowel movement. Remember that some grunting and straining[5] is normal. Irregular bowel movements do not neccessarily mean a baby is constipated. Treatment for constipation generally includes strained[6] foods like fruits and vegetables.

Finally, infant diarrhoea has many different causes. It can be serious if the baby loses a lot of fluid and becomes dehydrated. During diarrhea, babies lose fluid and important minerals (known as electrolytes) from their bodies. Excessive fluid loss caused by diarrhea can lead quickly to a more serious condition called dehydration, especially if the baby is also vomiting.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is thrush?
2. What are the most common symptoms of thrush?
3. When does ear infection occur?
4. Why are ear infections generally treated with antibiotics?
5. What are the main causes of spit-up?
6. When do babies generally stop spitting up?
7. What can you do to reduce spit-up?
8. When is infant diarrhoea serious?

VOCABULARY

Match each term with the Italian equivalent.

1 Thrush	A *gengive*
2 Gums	B *disidratazione*
3 Middle ear	C *stitichezza*
4 Flu	D *intestino*
5 Spit-up	E *mughetto*
6 Throat	F *orecchio medio*
7 Constipation	G *influenza*
8 Bowel	H *rigurgito*
9 Dehydration	I *gola*

WRITING

Write sentences which have the same meaning as the following.

1. The doctor may prescribe an oral medicine used specifically for fungal infections.

   .....

   .....

2. Since ear infections can be caused by bacteria, they are generally treated with antibiotics.

   .....

   .....

3. Most babies stop spitting up by the time they can sit up (when gravity can help keep things down).

   .....

   .....

   .....

   .....

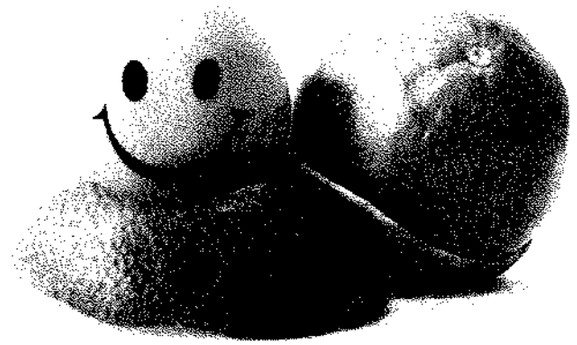
4. Treatment for constipation generally includes strained foods like fruits and vegetables.

   .....

   .....

   .....

   .....



Early Childhood Education

Early childhood care and education is a diverse area of learning. It ranges, on the one hand, from formal pre-primary education, which is integrated with the national education system, through kindergartens where care, play and education are all included, to more informal and often home-based activities.
Pre-primary education is defined as programmes of organised instruction which are school- or centre-based, occupying at least two hours per days and 100 days per year. In many countries these programmes are often dispensed privately by local communities and religious institutions.

(Adapted from EFAREPORT.UNESCO.ORG)

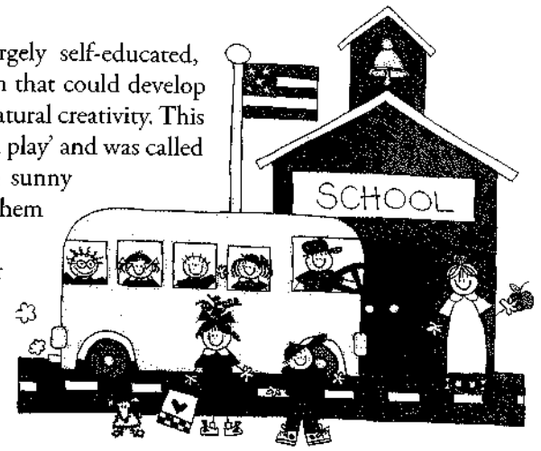
ACTIVITIES

SPEAKING

What kind of schools do babies and young children attend in your own country?

4.1 Kindergartens

By the German word 'Kindergarten' we refer to a system of preschool education intended for children aged between four and six. The kindergarten originated in Germany in the early 19th century with the aim of developing young children's basic skills and social behaviour through games, music and simple handicraft.[1]
The German teacher Friedrich Fröbel opened the first kindergarten in a village in the German region of Thuringia. Fröbel, who was largely self-educated, dedicated his life to providing children with an education that could develop their spirits as well as their bodies by making use of their natural creativity. This type of preschool embodied Fröbel's philosophy of 'guided play' and was called 'Kindergarten' by Fröbel himself as to suggest it was a sunny experience that could cultivate children like plants and let them bloom like flowers.



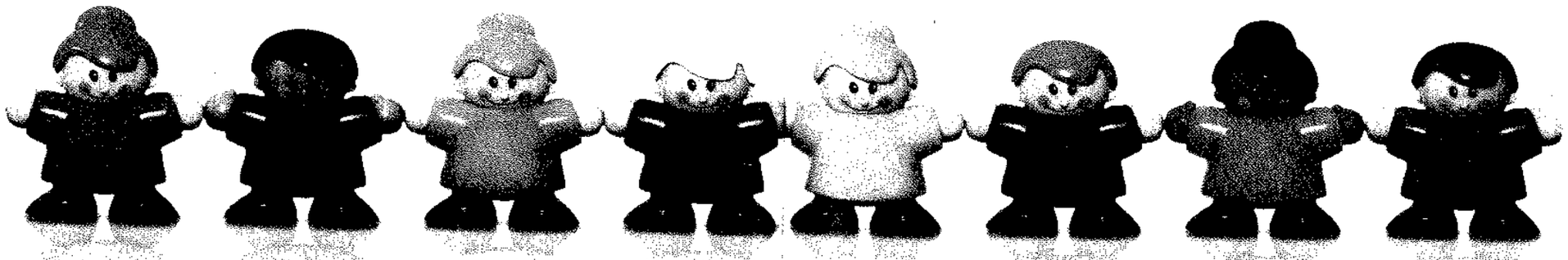
Though this new philosophy soon became popular all over the world, the German government banned kindergartens fearing that they would not be rigorous and formal enough. In the 1850s refugee teachers established kindergartens in England, where the German word was adopted without translation, while in the United States the first kindergarten was opened in 1856.
The kindergarten provides an educational context in which children's creative instincts are organised in a constructive way through the use of songs, stories, games, and simple manual activities which stimulate social expression and cooperation. In this way children learn to communicate, play, and interact with other children appropriately. For children who have previously spent most of their time at home, kindergarten may serve the purpose of training them to be part of a group and to be apart from their parents without anxiety. By playing and interacting with other children on a regular basis they can get their first idea of friendship. All this has learning and behavioural benefits for children.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a kindergarten?
2. Where did kindergarten originate?
3. What are the main goals of kindergarten education?
4. Who was Friedrich Fröbel?
5. Why did the German government ban kindergartens?
6. What do children learn in kindergartens?



abc

[1] any activity in which you use your hands in a skilful way to make things

ACTIVITIES

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1 Preschool education .....
2 Social behaviour .....
3 Self-educated .....
4 Rigorous .....
5 Manual activities .....
6 Anxiety .....
7 To interact .....
8 Benefits .....

CLOZE EXERCISE

Read the following short text on preschools and fill in the gaps with the following words: **turns** - **skills** - **children** - **containers** - **task** - **learning** - **social** - **poetry.**

The chance to interact with other ..... 1 is the benefit of preschool. Interacting with other children means ..... 2 how to wait, how to take ..... 3 and how to listen. In this way, young children learn ..... 4 skills, which are crucial to a developing personality. Besides, preschools are the foundations for academic learning. Children listen to ..... 5 and songs in order to further develop their speaking and reading ..... 6.
Play may take place with water, sand, and ..... 7 and forms the foundation for understanding some basic mathematical concepts. Finally, watching other children pursue a challenging ..... 8 may be very helpful.

LISTENING



The first kindergarten in the United States was founded in Wisconsin by a German lady, Margarethe Meyer Schurz, who initially taught five children in her home, including her own daughter. But the first English-language kindergarten in America was opened in 1859 by Elizabeth Peabody. Listen to the following short text about Elizabeth Peabody House and then answer the questions below.

1 When and where was Elizabeth Peabody House founded?
2 What did Elizabeth Peabody do in her life?
3 Where was her house originally located?
4 What kind of services did it originally provide?
5 What kind of services does it provide today?

ROLE-PLAYING

Imagine you are Friedrich Fröebel and explain the benefits of kindergarten education.

ACTIVITIES

SCRAMBLED SENTENCES

The following sentences go together to form a text on childhood education in the United Kingdom. Working in small groups put them into the right order.

CHILDHOOD EDUCATION IN THE UK

1 Nursery school generally give little formal education. The children spend most of their time in some sort of play activity, generally of an educational kind.
2 Education for the under-fives, mainly from three to five, is not compulsory and can be provided in nursery schools and nursery classes attached to primary schools.
3 The primary school usually takes children form five to eleven. Over half of the primary schools take the complete age group from five to eleven.
4 Compulsory education begins at the age of five in England, Scotland and Wales, and at the age of four in Northern Ireland.
5 The remaining schools take the pupils aged five to seven – infant schools – and eight to eleven – junior schools.
6 Many children attend preschool playgroups mostly organised by parents, where children go for a morning or afternoon a couple of times a week.

The Montessori Method

4.2

Maria Montessori was born in Italy in 1870 and became Italy's first woman doctor. While working at a psychiatric clinic in Rome she first became interested in the treatment of children and, at the age of 28, she accepted a position as the director of a school for 'mentally disabled children'.
After spending long, tireless hours observing and working with these children, Montessori developed an innovative teaching method. Her pupils took a standardised test along with 'normal' children and passed successfully.
Encouraged by the results she had achieved with special needs children, she returned to school to study **anthropology** and **psychology** hoping that she could find a way to apply the educational techniques she had discovered to 'normal' children as well. In 1907 she was given a chance to try out[1] her theories when she was invited to take over[2] the education of fifty dirty, ragged[3] children from the San Lorenzo **slums** of Rome.

Anthropology is the scientific study of people, their cultures and societies.
Psychology is the study of the human mind and how it influences people's behaviours.
The **slums** of a city are areas in bad condition, where very poor people live.

1 to test
2 to take control of
3 wearing clothes that are old and torn



KEY WORDS





Maria Montessori

Maria Montessori's teaching techniques were so successful that her *Casa dei Bambini* soon began to receive international attention. In fact, visitors came from all over the world to see these children and their remarkable[4] progress.

A few years later, Maria Montessori's revolutionary educational philosophy had been recognised and applauded by such intellectual lights of the time as Alexander Graham Bell, Thomas Edison and Sigmund Freud and many others.

Her fame would spread further with a demonstration she was asked to set up at the 1918 Panama-Pacific International Exposition in San Francisco. A special classroom was built at the exhibition with one glass wall behind which spectators could sit and watch as Montessori worked with 20 children, none of whom were familiar with the 'Montessori environment' as it was already coming to be called. The 4-month long demonstration project did much to popularise Montessori's teaching techniques on an international level.

Since the early 1920's, interest in the Montessori method has grown steadily[5] throughout the world. Here is a list of the basic principles of Montessori's educational approach.

- **No Passive Listeners**: in a Montessori environment the child is the leader and the teacher's job is not to lead and lecture, but to observe and follow, sensing when the child is ready to try something new and being ready to present it at as close to the perfect time as possible. The learning style is very physical and much emphasis is placed on actively pursuing tasks.
- **No Gold Stars**: Montessori discovered that rewards and punishments were not necessary for children to learn – and learn happily. Instead, the learning experience was successful when the child was allowed to pursue[6] his/her own interests – whether it be washing a table, feeding the cat or learning the alphabet.
- **Learning from Other Children**: in the Montessori classroom children are grouped in mixed ages and abilities – age 0 to 3, 3 to 6, 6 to 12 etc. There is a great deal of interaction between children of differing ages and a lot of socialising. Older children generally teach younger ones.
- **Character Education**: Maria Montessori believed that character education – teaching children to take care of themselves, each other and the world around them – was just as important as pre-academic skills such as phonetics and number recognition. Children are taught basic dressing skills as well as hygiene and other 'practical life' skills.

abc
4 extraordinary
5 continuously
6 to try to achieve

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Who was Maria Montessori?
2. How did she develop her revolutionary teaching method?
3. What was Maria Montessori's *Casa dei Bambini*?
4. Why was she invited to the States in 1918?
5. What is the teacher's role according to the Montessori's method?
6. When is a learning experience successful according to the Montessori's philosophy?
7. Why is interaction with other children so important?
8. What does character education consist of?

VOCABULARY

Find in the text synonyms for the following words.

1. Hospital .....
2. Cure .....
3. Methods .....
4. Possibility .....
5. Popularity .....
6. Increased .....
7. To watch .....
8. Prizes .....

SPEAKING

Describe the demonstration that Maria Montessori was asked to set up at the 1918 Panama-Pacific International Exposition in San Francisco.

Nursery Rhymes and Lullabies

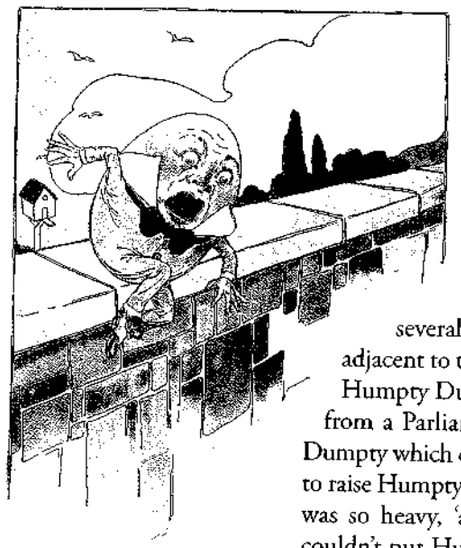
A nursery rhyme is a traditional song or poem taught to young children, originally in the nursery.[1] Nursery rhymes are generally passed down by oral tradition from one generation to the next as they help children to develop vocabulary and introduce them to enjoy music. In this way they provide children with the opportunity to develop their memory and auditory[2] skills. Besides, they encourage early sound and word recognition – important first steps for reading.

Their fanciful[3] stories and colourful characters help children to expand their imagination and may act as an enchanting introduction to the world of literature. They also help children to develop an understanding of humour, and since many rhymes also include mathematical concepts, like counting, time height, measurement, position, volume etc., they can also be used as opportunities to develop vocabulary

abc
1 a place where young children are taken care of
2 relating to the ability to hear
3 full of unusual and imagined facts

relating to these concepts. In addition, fingerplay rhymes and clapping songs may help children to develop motor skills and coordination. English nursery rhymes have an old tradition and most of them originated in the 17th century, though some famous examples like *Sing a Song of Sixpence* go back to the Middle Ages.

The most famous collection of nursery rhymes in English is that of *Mother Goose*, a name still applied in the United States as a generic title for nursery rhyme collections. Among the most popular nursery rhymes are *Humpty Dumpty, Ring-A-Ring O' Roses, Little Jack Horner, Rub-A-Dub-Dub* and *Little Miss Muffet.* Most of them have their origins in English history.



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the King's horses,
And all the King's men,
Couldn't put Humpty together again.

'Humpty Dumpty' was a colloquial term used in the 15th century England to describe someone who was very fat. The Humpty Dumpty of the famous rhyme, however, was believed to be a large cannon used during the English Civil War (1642-1649) during the siege of Colchester. In 1648 Colchester was a walled town with a castle and several churches and was protected by the city wall. Standing immediately adjacent to the city wall, was St Mary's Church. A huge cannon, colloquially called Humpty Dumpty, was strategically placed on the wall next to the church. A shot from a Parliamentary cannon succeeded in damaging the wall beneath Humpty Dumpty which caused the cannon to tumble[4] to the ground. The king's men attempted to raise Humpty Dumpty on to another part of the wall. However, because the cannon was so heavy, 'all the king's horses and all the king's men couldn't put Humpty together again'.



Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;[5]
There came a big spider,
Who sat down beside her
And frightened Miss Muffet away.

'Little Miss Muffet' was a small girl whose name was Patience Muffet. Her stepfather was a famous **entomologist** who wrote the first scientific Catalogue of British Insects. While she was eating her breakfast Little Miss Muffet was frightened by one of her father's spiders and ran away.

A lullaby or cradle song is a soothing[6] song, usually sung to children before they go to sleep. Lullabies originated in England in the late 1300s. One of the most popular



KEYWORDS

An **entomologist** is a scientist who studies insects.

4 to fall
5 the watery liquid that is left after the solid part has been removed from sour milk
6 a gentle sound

English language lullabies is *Rock-a-Bye-Baby:*

Rock-a-bye baby on the tree top,
When the wind blows the cradle will rock,
When the bough breaks the cradle will fall,
And down will come baby, cradle and all.

The author of this lullaby is unknown. According to the *Great American Baby Almanac,* it was written by a pilgrim on the Mayflower and was inspired by a custom of the Wampanoag native people, who suspend their cradleboards[7] in trees during fine weather.

Another famous lullaby, generally known as *Hush Little Baby*, makes many promises to the child if it will only be quiet and go to sleep:

Hush, little baby, don't say a word,
Mama's going to buy you a mockingbird[8].
And if that mockingbird won't sing,
Mama's going to buy you a diamond ring.

and goes on to promise 'a looking glass', 'a horse and coach', and other treasures. The structure is simple enough for parents to add verses of their own.

Another famous lullaby is *All the Pretty Little Horses* which many children simply know by the first three words of the lyrics, 'Hush a bye'.

Hush-a-bye
Don't you cry.
Go to sleep my little baby.
When you wake,
You'll have cake,
And all the pretty little horses.

7 boards or frames on which infants are secured used by certain Native American peoples as portable cradles
8 an American bird that copies the songs of other birds

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a nursery rhyme?
2. What are the main functions of nursery rhymes?
3. To what extent can nursery rhymes stimulate the child's imagination?
4. What kind of nursery rhymes help children to develop motor skills?
5. What is *Mother Goose*?
6. What is a lullaby?

VOCABULARY

Explain in your own words the meaning of the following terms.

1. Memory .....
2. Characters .....
3. Middle Ages .....
4. Collection .....
5. Cannon .....
6. Huge .....
7. Stepfather .....
8. Cradle .....
9. Custom .....
10. Quiet .....

ACTIVITIES

WRITING

Write sentences which have the same meaning as the following.

1 Nursery rhymes are generally passed down by oral tradition from one generation to the next.

.....

2 Besides, they encourage early sound and word recognition – important first steps for reading.

.....

3 English nursery rhymes have an old tradition and most of them originated in the 17th century.

.....

4 The author of this lullaby is unknown.

.....

SPEAKING

Talk about the Humpty Dumpty *and the* Little Miss Muffet *rhymes.*



LISTENING

Here is another famous nursery rhyme, Ring around the Rosy. *While listening fill in the gaps in the text below.*

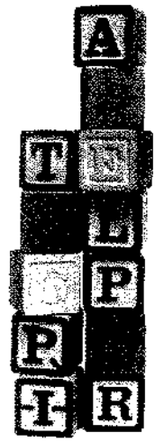


Ring around the rosy
A pocketful of posies
'Ashes, ashes'
We all fall down!

The words to the *Ring around the Rosy* children's ..... 1 game have their origin in English ..... 2. The historical period dates back to the Great Plague of London in ..... 3 (bubonic plague). The ..... 4 of the plague included a rosy red rash in the shape of a ring on the ..... 5 – 'ring around the rosy'. Pockets were filled with ..... 6 smelling herbs since people believed that the disease was transmitted by ..... 7 smells. The term 'ashes ashes' refers to the cremation of the ..... 8 bodies. The English version of the rhyme replaces 'ashes' with 'a-tishoo, a-tishoo' as ..... 9 sneezing was another symptom of the .... 10.



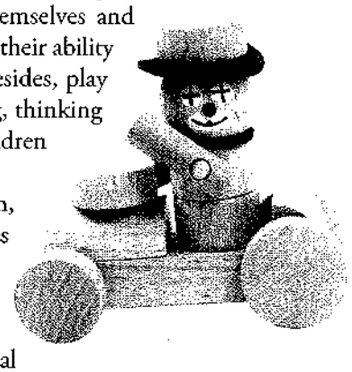
Leonard E. Creo (British, born 1923), Ring around the Rosy – *oil/canvas board.*



Play

Play is a key[1] activity to every child's well being. Children learn about the world and experience life through play. One definition of play is "the spontaneous activity of children." Through play, children practise the roles they will play later in life.

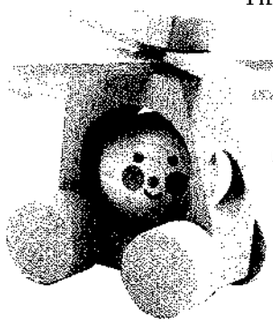
Child development experts agree that play is crucial in the learning and emotional development of all children. In play, children consolidate their understanding of themselves and others, their knowledge of the physical world and their ability to communicate with both peers[2] and adults. Besides, play stimulates children's creativity and imagination, and develops reading, thinking and problem solving skills as well as motor skills. Play also helps children learn social skills, and develop ethical values.



The most authentic play experiences are child-initiated, freely chosen, and child powered. Nevertheless experts identify the different categories of play as follows.

Functional play: it is the repetitive play with objects through which children develop motor and practice skills. Good examples are dumping,[3] filling, stacking,[4] and water play. Functional play is typical of infants and toddlers[5] up to the age of three. It can be either solitary or parallel (when another child is involved in a similar activity at the same time).

Constructive play: the child creates or makes something and solves problems. Examples are building with blocks, playing with crafts and **puppets** and doing puzzles. About 50% of all activity for 4-, 5- and 6-years-olds is constructive play. This type of play develops thinking skills and problem solving and it unlocks[6] imagination as well. Children can play constructively alone as well as with others.



Pretend play: as children develop the ability to represent experience symbolically, pretend play becomes dominant. In this complex type of play, children carry out action plans, take on roles, and transform objects as they express their feelings about the social world. Roles are identities children assume in play. By the age of four or five, children's ideas about the social world

A **puppet** is a model of a person that you move by pulling wires or strings, or by putting your hand inside it.

clue

1 very important
2 people of the same age
3 getting rid of something
4 making things into a neat pile
5 very young children who are just learning to walk
6 stimulates



KEYWORDS

initiate most pretend play, which can be both a solitary and a group activity. It is generally played at preschool and kindergarten age. Pretend play helps children process emotions and events in their lives, practise social skills and develop language skills.

- **Games with rules:** this type of play is the most prominent form of play during middle childhood. It involves pre-set rules which guide children's group behaviour. Game play is very organised in comparison to sociodramatic play and it generally involves two or more sides, competition, and agreed-upon criteria for determining a winner. Games with rules help children learn and practise cooperation, mutual understanding, and logical thinking.



When selecting a toy for a child, we should always think of what he/she will do with it. A toy should always have a purpose so as to stimulate the child's imagination. Creative imagination is based on the quality of sensorial experiences in the real world. A rich imagination enables a child to picture a solution (solving a puzzle, for example) and to work towards it. The more experience a child has with real purposeful activity and problem solving, the more useful, creative, and effective his/her imagination will become.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Why is play so important for the child development?
2. What are the characteristics of functional play?
3. Which skills does constructive play develop?
4. When does pretend play become dominant?
5. What do roles in pretend play represent?
6. What are the benefits of pretend play?
7. When do children start to play games with rules?
8. What are the characteristics of games with rules?

VOCABULARY

Find synonyms in the text for the following words.

1. Identities .....
2. To strengthen .....
3. Material .....
4. Moral .....
5. Genuine .....
6. Things .....
7. Aim .....
8. To imagine .....

SPEAKING

What is the function of a toy? How should you select toys for children?

ACTIVITIES

READING POETIC

Read the following text and match each of the subtitles below with the corresponding section.

A Accessibility
B Staff
C Life skills
D Chosen by children
E Child development
F Ownership
G Improving quality of life
H Local and free

THE BENEFITS OF ADVENTURE PLAYGROUNDS

1 .....
Adventure playgrounds are open access, meaning that children decide to use the playground themselves, when they choose. Adventure playgrounds are designed specifically to respond to the needs and wishes of children, rather than their parents, which makes them more popular with children than the 'fixed' playgrounds.

2 .....
The majority of London's adventure playgrounds are situated in deprived areas where children can face problems in their families, housing and quality of life. Adventure playgrounds contribute to improving the children's play, learning and social opportunities.

3 .....
Adventure playgrounds are mostly free to use and typically based within neighbourhoods, ensuring all children can visit often and without travelling far from home. Playgrounds have space for large numbers of children and welcome children and young people from a wide age range.

4 .....
Many adventure playgrounds are accessible for wheel-chair users and non-disabled children alike. They enable disabled children to share in the sense of freedom and adventure.

5 .....
Adventure playgrounds contribute to a child's growth and development, by encouraging them to discover and test themselves against the environment and with other children. Adventure playgrounds can be the first place where many children learn to climb, jump, swing and hang.

6 .....
Using tools and materials to adapt the outdoor space is an important feature of adventure playgrounds. Activities include building camps and dens, cooking on open fires, digging gardens, tending animals and growing food and generally playing with and in the outdoor space.

7 .....
Skilled, permanent playground staff are always on hand to ensure the safety of the children. The staff are significant adults in the lives of many of the children, providing a stable and positive adult relationship.

8 .....
Children play a part in the ongoing design and construction of their adventure playground. This gives children the space to explore, test, create, build and rebuild their play space, and encourages children to feel at home in the playground and treat it well.

(Adapted from *London Play*, 89 - 93 Fonthill Road, London)

6.1 Exploring the World around Them

In order to complete their physical and emotional development, children must be given the opportunity to explore and experience the world around them.
It is only by direct personal experience that children learn how to overcome[1] danger and hazardous situations and to fully develop as individuals.
Playing and taking risks are natural parts of childhood and are crucial aspects of the growing process.
In *The Trout*, a short story by Sean O'Faolain, the natural landscape provides the ideal setting where children learn to control their emotions and fears and acquire a new awareness of their value as individuals.

1 to fight and win against something

Did you like playing outdoors when you were a child? What were your favourite games/activities? Look at the picture and describe it.



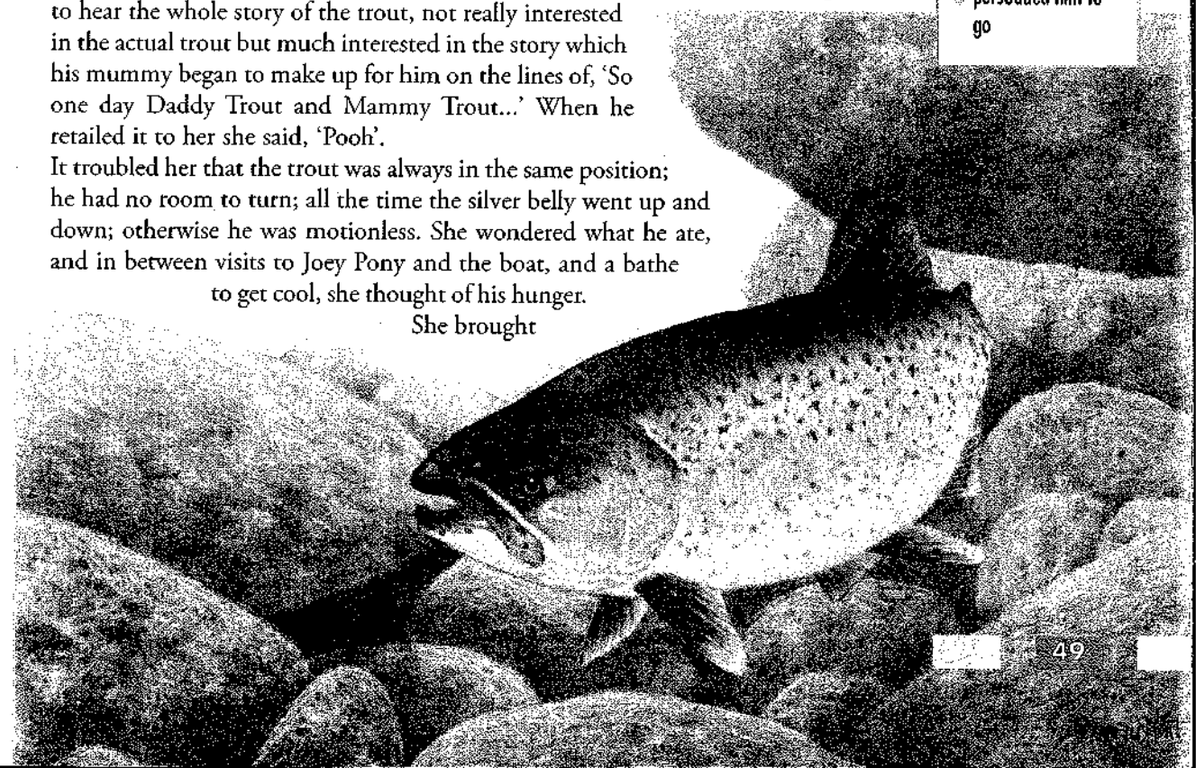
The Trout
(from Sean O'Faolain, *Teresa and Other Stories*, 1947)

One of the first places Julia always ran to when they arrived in G – was The Dark Walk. It is a laurel walk, very old, almost gone wild, a lofty[1] midnight tunnel of smooth, sinewy branches. Underfoot[2] the tough brown leaves are never dry enough to crackle: there is always a suggestion of damp and cool trickle.[3]
She raced right into it. For the first few yards she always had the memory of the sun behind her, then she felt the dusk closing swiftly down on her so that she screamed with pleasure and raced on to reach the light at the far end; and it was always just a little too long in coming so that she emerged gasping, clasping her hands, laughing, drinking in the sun. When she was filled with the heat and glare she would turn and consider the ordeal[4] again.
This year she had the extra joy of showing it to her small brother, and of terrifying him as well as herself. And for him the fear lasted longer because his legs were so short and she had gone out at the far end while he was still screaming and racing.

1 very high
2 under your feet when you are walking
3 thin flow of a liquid
4 a terrible or painful experience

When they had done this many times they came back to the house to tell everybody that they had done it. He boasted. She mocked.[5] They squabbled.[6]
'Cry baby!'
'You were afraid yourself, so there!'
'I won't take you any more.'
'You're a big pig.'
'I hate you.'
Tears were threatening, so somebody said, 'Did you see the well?' She opened her eyes at that and held up her long lovely neck suspiciously and decided to be incredulous. She was twelve and at that age little girls are beginning to suspect most stories: they have already found out too many, from Santa Claus to the stork. How could there be a well! In The Dark Walk? That she had visited year after year? Haughtily[7] she said, 'Nonsense'.
But she went back, pretending to be going somewhere else, and she found a hole scooped in the rock at the side of the walk, choked with damp leaves, so shrouded by ferns that she uncovered it only after much searching. At the back of this little cavern there was about a quart of water. In the water she suddenly perceived a panting trout. She rushed for Stephen and dragged[8] him to see, and they were both so excited that they were no longer afraid of the darkness as they hunched down and peered in at the fish panting in his tiny prison, his silver stomach going up and down like an engine.
Nobody knew how the trout got there. [...] Her mother suggested that a bird had carried the spawn. Her father thought that in the winter a small streamlet might have carried it down there as a baby, and it had been safe until the summer came and the water began to dry up. She said, 'I see', and went back to look again and consider the matter in private. Her brother remained behind, wanting to hear the whole story of the trout, not really interested in the actual trout but much interested in the story which his mummy began to make up for him on the lines of, 'So one day Daddy Trout and Mammy Trout...' When he retailed it to her she said, 'Pooh'.
It troubled her that the trout was always in the same position; he had no room to turn; all the time the silver belly went up and down; otherwise he was motionless. She wondered what he ate, and in between visits to Joey Pony and the boat, and a bathe to get cool, she thought of his hunger.
She brought

5 made fun of him
6 argued
7 in an unfriendly way
8 persuaded him to go

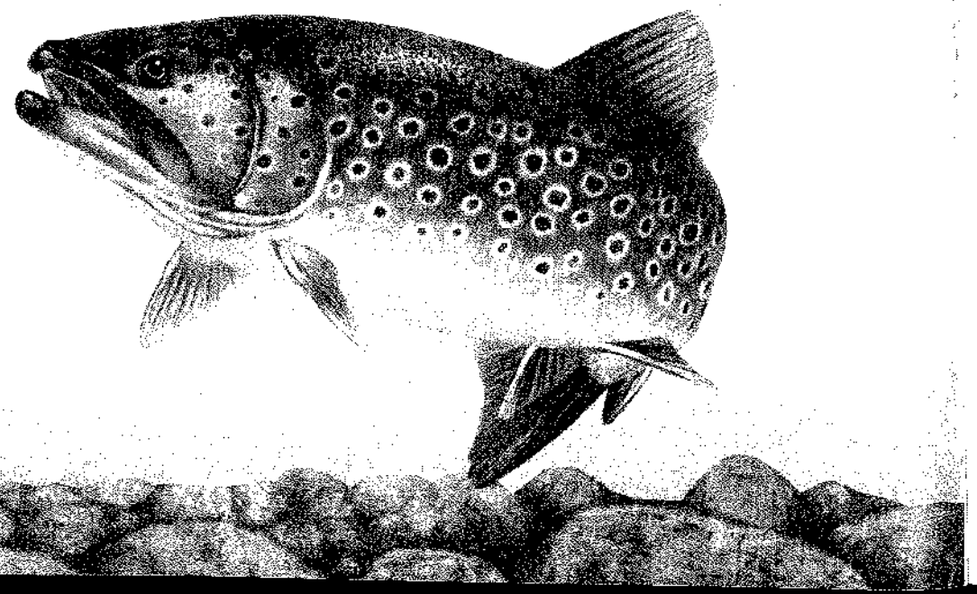




Sean O'Faolain (1900-1991)
He was born in Cork, Ireland. He fought for the Irish independence and used his inside experience of the Civil War in a sensational collection of short stories, *Midsummer Night Madness* (1932).
Three subsequent novels of Irish life, *A Nest of Simple Folk* (1933), *Bird Alone* (1936) and *Come Back to Erin* (1940) focus on rebellious heroes. But he did his best work in short stories, where the tone is quitter and more philosophical.

him down bits of dough;[9] once she brought him a worm. He ignored the food. He just went on panting. Hunched over him she thought how all the winter, while she was at school, he had been in there. All the winter, in The Dark Walk, all day, all night, floating around alone. She drew the leaf of her hat down around her ears and chin and stared. She was still thinking of it as she lay in bed.
It was late June, the longest days of the year. The sun had sat still for a week, burning up the world. Although it was after ten o'clock it was still bright and still hot. She lay on her back under a single sheet, with her long legs spread, trying to keep cool. She could see the D of the moon through the fir tree – they slept on the ground floor. Before they went to bed her mummy had told Stephen the story of the trout again, and she, in her bed, had resolutely presented her back to them and read her book. But she had kept one ear cocked.[10]
'And so, in the end, this naughty fish who would not stay at home got bigger and bigger and bigger, and the water got smaller and smaller.'
Passionately she had whirled and cried, 'Mummy, don't make it a horrible old moral story!' Her mummy had brought in a fairy godmother[11] then, who sent lots of rain, and filled the well, and a stream poured out and the trout floated away down to the river below. Staring at the moon she knew that there are no such things as fairy godmothers and that the trout, down in The Dark Walk, was panting like an engine. She heard somebody unwind a fishing reel.
Would the *beasts* fish him out!
She sat up. Stephen was a hot lump[12] of sleep, lazy thing. The Dark Walk would be full of little scraps[13] of moon. She leaped up and looked out the window, and somehow it was not so lightsome now that she saw the dim[14] mountains faraway and the black firs against the breathing land and heard a dog say bark-bark. Quietly she lifted the ewer[15] of water and climbed out the window and scuttled along the cool but cruel gravel down to the maw[16] of the tunnel. Her pyjamas were very short so that when she splashed water it wet her ankles. She peered into the tunnel. Something alive rustled inside there. She raced in, and up and down she raced, and flurried, and cried aloud, 'Oh, gosh, I can't find it', and then at last she did. Kneeling down in the damp she put her hand into

elog
9 a mixture of flour and water ready to be baked into bread
10 listened very carefully
11 a woman with magic power who saves someone from trouble
12 a piece of something, without a particular shape
13 pieces
14 fairly dark
15 a large container for water
16 mouth



the slimy hole. When the body lashed[17] they were both mad with fright. But she gripped him and shoved him into the ewer and raced, with her teeth ground, out to the other end of the tunnel and down the steep paths to the river's edge. All the time she could feel him lashing his tail against the side of the ewer. She was afraid he would jump right out. The gravel cut into her soles until she came to the cool ooze[18] of the river's bank where the moon mice on the water crept into her feet. She poured out, watching until he plopped. For a second he was visible in the water. She hoped he was not dizzy. Then all she saw was the glimmer of the moon in the silent flowing river, the dark firs, the dim mountains, and the radiant pointed face laughing down at her out of the empty sky.
She scuttled up the hill, in the window, plonked down the ewer, and flew through the air like a bird into bed. The dog said bark-bark. She heard the fishing reel whirring. She hugged herself and giggled.[19] Like a river of joy her holiday spread before her.
In the morning Stephen rushed to her, shouting that 'he' was gone, and asking 'where' and 'how'. Lifting her nose in the air she said superciliously,[20] 'Fairy godmother, I suppose?' and strolled away patting the palms of her hands.

elog
17 hit
18 very soft mud
19 laughed quickly and quietly
20 behaving as if you think that the other people are less important than you

ANALYSIS

Answer the following questions.

1 How does the story begin? Does the narrator establish setting or emphasise the background of the situation?
2 Who are the characters? Are they described in detail or not? Did you find Julia a true-to-life character? Cite details in the story to support your opinion.
3 Where and when is the story set?
4 Who tells the story?
5 What images are used to describe:
– the Dark Walk;
– the trout;
– the night when Julia frees the trout.
6 What is the language like?

A realistic	B literary
C rhetorical	D simple
E everyday	F colloquial
G informal	H lyrical

7 What is the Dark Walk a symbol of in your own opinion?
8 The story focuses on the contrast between reality and imagination. Explain how this contrast is embodied by the characters.

READING COMPREHENSION

Answer the following questions.

1 What is the Dark Walk?
2 What 'extra joy' involving the Dark Walk does Julia have this year?
3 What is Julia's first reaction when she hears about the well where she later finds the trout?
4 Who is Stephen?
5 What does Julia find in the little cavern?
6 What troubles Julia about the trout? What does she bring it?
7 How did the trout get there according to Julia's parents?
8 Does Julia believe in fairy tales?
9 Why does Julia free the trout?
10 What does Julia answer when Stephen asks how the trout escaped?

SPEAKING

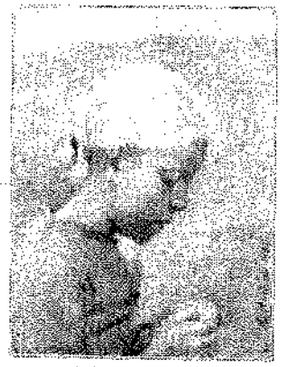
Contrast Julia's new understandings about life with her younger brother's view of the world.



Pierre-Auguste Renoir (1841-1919) was a French painter originally associated with the Impressionist movement. His early works were typically Impressionist snapshots of real life, full of vivid colours and light. By the mid-1880s, however, he had broken with the movement to apply a more formal technique to portraits and figure paintings. In 1854 he began work as a painter in a porcelain factory in Paris, gaining experience with the light, fresh colours which were to characterise his Impressionist works. In 1862 he met Monet and Sisley and became a leading member of the group of the Impressionists. Their paintings were regarded as the classic early statements of the Impressionist style.



Mary Cassatt (1844-1926) was an American painter who exhibited with the group of the Impressionists. She studied art in Philadelphia, and then travelled extensively in Europe, finally settling in Paris in 1874, where she met Degas with whom she was to be on close terms throughout his life. His art and ideas had a great influence on her own work. She soon became a supporter of the Impressionist movement, both by providing financial help and by promoting the works of Impressionists in the USA.
Her paintings show an interest in the pictorial qualities of everyday life, inclining towards domestic and intimate themes. She also derived from Degas a sense of immediate observation.



Anna Ancher (1859 – 1935) was a Danish painter. She was born and grew up in the northernmost area of Jutland, called Skagen. She studied drawing in Copenhagen and Paris, and started painting after becoming acquainted with the group of Danish painters who settled in Skagen and became famous as Danish Impressionists.
She developed her own style and was a pioneer in observing the interplay of different colours in natural light. She preferred to paint interiors and simple themes from the everyday lives of the Skagen people and was particularly interested in exploring light and colour.

How to describe a painting

To describe a painting you need some important technical terms.
Here is a useful list.

- Background: the surface against which objects are seen.
- Composition: the combination of elements in a painting that provides structure to the scene.
- Focal point: the area in a pictorial composition to which the eye returns most naturally.
- Foreground: the part of a picture depicted as nearest to the viewer.
- Horizon line: the line where sky and earth seem to meet.
- Landscape: a view of natural scenery.
- Linear perspective: real or suggested lines converging on a vanishing point on the horizon line.
- Middle ground: the part of a picture depicted as the middle to the viewer.
- Outline: an imaginary line which marks the boundary of an object or figure.
- Self portrait: an image of the artist, especially one showing the face.
- Still life: a picture of inanimate objects.
- Warm colour: a colour which suggests sensations of warmness, such as red or yellow

PAINTING ANALYSIS

Answer the following question referring to each of the three previous paintings. In the text above you can find a list of terms generally used to describe a painting.

1. How old is the girl in your opinion?
2. What is she wearing?
3. What does she look like?
4. What is she doing?
5. Where is she?
6. To what social class do you think she belongs?
7. How would you describe her mood?
8. What colours are used?
9. What can you see in the background?

SPEAKING

What do these three little girls have in common? Do you notice any differences in the way they are represented?

WRITING

Collect pictures of your grandparents in the years of their childhood and describe them. What clothes are they wearing? Where are the pictures set? What are they doing? What can you see in the background? And in the foreground? Compare your pictures with those of your classmates.

THE WORLD OF PAINTING

CLOZE EXERCISE

Listen to the following text on Impressionism and fill in the gaps with the following words: **country · strange · changes · light · 1874 · moment · world · exhibition · reactions · rapid · draw · streets.**

WHAT IS IMPRESSIONISM?

In ..... 1, fifty-five painters held the first independent group exhibition of Impressionist Art. Most of them – including Cézanne, Pissarro, Renoir, Degas, Monet and Manet – had been rejected by the Salon, the annual French state-sponsored ..... 2.

An outraged critic, Louis Leroy, coined the label 'Impressionist' after looking at Monet's *Impression* which depicted a harbour at dawn with sketchy brushstrokes. Both the critics and the public agreed that Impressionists could not ..... 3 and their colours were considered vulgar.

Their compositions were ..... 4 and seemed almost unfinished. Even the subjects chosen by the Impressionists were very different from those of their predecessors. The Impressionists were interested in the world around them and in the revolutionary ..... 5 in society brought about by the Industrial Revolution. They found the subjects of their paintings in everyday life and as most Impressionists belonged to the bourgeoisie, this was the ..... 6 they painted. Nearly all the Impressionist artists painted people hurrying through busy ..... 7 and enjoying their time on the boulevard, in café-concerts, shops, restaurants and parks. But they were also interested in ..... 8 themes. The garden, which was central to late 19th century life, is one of their favourite subjects.

Impressionists generally preferred to record their initial sensory ..... 9 rather than idealise a subject and they wanted to catch people in candid rather than staged attitudes. Their main aspiration was to capture nature's fleeting ..... 10.

Their style was characterised by ..... 11, broken brushstrokes, which suggested motion and captured the shimmering effects of ..... 12.

(Adapted from *Impressionism Paintings Collected by European Museums*, The High Museum of Art, Atlanta, USA)

grammar practice

AZIONI NEL PRESENTE

In inglese esistono due forme verbali per parlare di azioni nel tempo presente: il *Present Simple* e il *Present Continuous*.

Il *Present Simple* (presente semplice) si usa per parlare di azioni abituali o sempre vere. Lo schema di coniugazione è riportato di seguito.

FORMA AFFERMATIVA	FORMA NEGATIVA	FORMA INTERROGATIVA
I LIVE	I (DO NOT) DON'T LIVE	DO I LIVE?
YOU LIVE	YOU DON'T LIVE	DO YOU LIVE?
HE/SHE/IT LIVES	HE/SHE/IT DOESN'T LIVE	DOES HE/SHE/IT LIVE?
WE LIVE	WE DON'T LIVE	DO WE LIVE?
YOU LIVE	YOU DON'T LIVE	DO YOU LIVE?
THEY LIVE	THEY DON'T LIVE	DO THEY LIVE?

I usually get up at eight o'clock. → *Di solito mi alzo alle otto.*
Where do you live? → *Dove abiti?*
I am a doctor. → *Faccio il medico.*
She likes rock music. → *Le piace la musica rock.*

Il *Present Continuous* (presente continuato) si riferisce, invece, ad azioni in corso di svolgimento e si forma con il verbo *to be* seguito dalla forma in *-ing*. Questa forma verbale non viene usata per i verbi che esprimono uno stato o un possesso (come *to be* o *to have*), un sentimento, un'emozione, un'opinione, una volontà o uno stato mentale (come *to love, to know, to think, to want, to understand*, ecc.).

What are you doing at the moment? → *Che cosa stai facendo in questo momento?*
I am reading a book. → *Sto leggendo un libro.*

Ricorda che il *present continuous* viene usato anche per parlare di piani futuri.

I am leaving for London tomorrow. → *Domani parto per Londra.*
Where are you going next summer? → *Dove andrai l'estate prossima?*

EXERCISE *Put the verb into the correct tense – Present Simple or Present Continuous.*

1 I ..... (to come) from Portugal.
2 ..... (she- to like) fishing?
3 They ..... (to visit) Paris next week.
4 ..... (Paul - to study) now?
5 Alice ..... (to go) to the gym every Tuesday.
6 My sister ..... (to phone) me every morning.

My brother ..... (to have) a red motorbike.

What ..... (you - to do) at the moment?

We never ..... (to drink) wine.

John can't answer the bell because he ..... (to have) a bath.

EXERCISE *Put the following sentences into negative and interrogative forms.*

She is reading a magazine.

(n) .....

(i) .....

The lesson starts at eight o'clock.

(n) .....

(i) .....

Tom is going to Germany next Sunday.

(n) .....

(i) .....

You often take the bus to work.

(n) .....

(i) .....

They usually have lunch at home.

(n) .....

(i) .....

They always watch TV after dinner.

(n) .....

(i) .....

EXERCISE *Here are the answers. Write the questions.*

..... ?

She goes to bed at 10.00.

..... ?

No, they don't. They prefer listening to music.

..... ?

She' s helping her mother.

..... ?

No, I don't. I live near the school.

..... ?

Because I can't drive.

..... ?

They are getting married next summer.

EXERCISE *Describe your daily routine.*

Every day .....

.....

.....

.....

.....

.....

.....

EXERCISE *Translate the following sentences.*

Vai spesso in piscina? Sì, due o tre volte alla settimana.

.....

.....

Ruth sta facendo una torta di compleanno per Tom.

.....

.....

A mia madre non piace cucinare.

.....

.....

Cosa fai? Lavoro in un'azienda di computer.

.....

.....

Ti piace viaggiare?

.....

.....

Non parlo francese molto bene.

.....

.....

7 Che cosa fa John nel tempo libero? Suona la chitarra e legge libri gialli.

.....

.....

8 Che cosa stanno facendo? Stanno studiando storia.

.....

.....

9 Kate non va mai a letto tardi perché si alza molto presto.

.....

.....

10 Cosa fa tuo padre? È programmatore di computer.

.....

.....

11 Jane non guarda mai la TV dopo cena.

.....

.....

12 Dove abita Tom? Abita a Dublino.

.....

.....

.....

MODULE

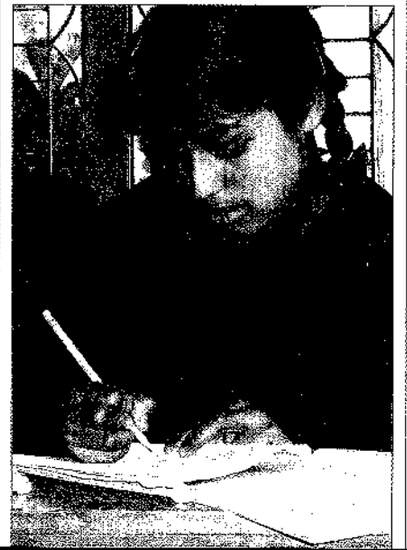
Adolescence

2

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- THE MAIN STAGES OF ADOLESCENCE;
- THE PARENT-ADOLESCENT RELATIONSHIP;
- THE GENERATION GAP;
- EDUCATION IN ADOLESCENCE;
- ADOLESCENCE AND LOVE;
- DRUG AND SUBSTANCE ABUSE;
- EATING DISORDERS.

YOU WILL ALSO REVISE THE USE OF THE SIMPLE PAST AND OF THE PAST CONTINUOUS.



1 Introduction
2 Becoming an Adult
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GRAMMAR PRACTICE

Azioni nel passato

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8 Refusing Mainstream Values
9 Serious School Failure is Depressing for Girls, But Not for Boys
10 Ecstasy (MDMA)
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Introduction

Adolescence starts with puberty, that is the period when human beings develop the ability to reproduce.
A lot of changes happen through adolescence both from a physical and from a psychological point of view. For girls, the onset of puberty occurs between the age of ten and fourteen, while boys start to mature physically around the age of eleven. Adolescence is the end of childhood and the prologue to maturity. During adolescence children develop adult physical characteristics. They also start to develop their identities as individuals and in relationship with others of both sexes. For these reasons, they may be not sure of themselves and may be searching for answers to a lot of questions. It is sometimes hard for a person in this stage of life to understand and to express himself or herself. He/she may be looking for new role models and being with others of the same age will help him/her adjust. For this reason adolescents generally like to be part of a peer group. A peer group consists of people who are alike in one or more ways, usually in age and interests. These groups often exert a pressure on adolescents who feel the urging from peers to follow the crowd. Only people with a secure sense of identity can feel close to others without feeling they are losing their individual identity. Adolescents have an urge to search for their own values. Teenagers, in particular, tend to question the adults' rules. Testing the limits is part of an adolescent's growing-up process. But, although they may complain about rules and limits, teens need to know what is acceptable and unacceptable to their parents in order to develop their own values and morals.



Adolescents generally like to be part of a peer group.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When does adolescence start?
2. What kind of changes occur during adolescence?
3. Why aren't many adolescents sure of themselves?
4. What are adolescents looking for?
5. What is a peer group?
6. Why do adolescents question adults' rules?

VOCABULARY

Find synonyms in the text for the following words.

1. Features .....
2. Looking for .....
3. Difficult .....
4. Confident .....
5. Near .....
6. To doubt .....

WRITING

What do you expect from your parents? Here are some ideas you can expand.

Parents should:
– be always interested in what their children do;
– respect their children's privacy;
– help their children to solve a problem;
– show their love;
– never tease their children;
– never criticise their children;
– be always available.

Becoming an Adult

Children's progression through the main stages of adolescence is characterised not only by biological growth and change, but also by temperament and personality, adult expectations, and social influences.
The main task of adolescence is to become 'your own person'. Adolescents learn to make choices and commitments,[1] and stand up independently in the world. They must be respected for taking on these tasks which are sometimes complicated and courageous actions.
Early adolescence goes from 11 to 14 and is characterised by an evident physical growth and by sexual development. Early adolescents begin to question[2] social conventions and re-examine own values and moral principles, which sometimes results in conflicts with parents. Self-image can be challenged by body changes during puberty and social comparisons, and teens begin a long-term process of establishing their own identity separate from family.

abc

1 something you have to do
2 to express doubts about whether something is good

3 between the two sexes
4 the adult stage



From a psychological and emotional point of view, early adolescents experience an intense self-focus. They worry about what others think about them and they often experience mood swings with changes in activities and contexts.
Too much time spent alone can contribute to moodiness.
Besides, they tend to focus on peer friendship as they develop an identity outside of the role of a child in a family. Friendship often involves sharing of values and personal confidences.
Middle adolescence goes from 15 to 18. Most youth have entered or completed puberty and have achieved their full adult height and other adult physical development milestones. The process of identity formation is intense and the adolescent plays different roles. Some girls might experience obsessive dieting or eating disorders.
Conflicts with parents often decrease with age and adolescents show a greater interest in taking on 'adult-type' responsibilities. Peers may help teenagers explore and develop own identity and cross-gender[3] friendship becomes more common. Young people have a strong need for community. Other central needs include having a sense of meaning in life as well as physical and emotional security.
Adolescence is a transition period after the innocence of childhood and the beginning of adulthood,[4] and the ways in which young people make some of their transition experiences may greatly influence their future psychological well being.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What does 'becoming an adult' mean?
2. What happens during early adolescence?
3. Why are conflicts between parents and early adolescents so common?
4. What may happen when adolescents spend too much time alone?
5. When is the process of identity formation completed?
6. Why are peers important?

VOCABULARY

Find in the text the English equivalents of the following Italian terms.

1. aspettative .....
2. crescita .....
3. principi morali .....
4. convenzioni sociali .....
5. sbalzi d'umore .....
6. condivisione di valori .....

ACTIVITIES

LISTENING

While listening to the following text about peer groups, fill in the gaps.

PEER GROUP PRESSURE

We often hear about peer groups and how they ..... 1 people. Everyone in the ..... 2 belongs to a peer group. But what is a peer group? Your peers are other ..... 3 just like you. They may be girls and boys of your ..... 4, school friends, or people in the groups you join, such as scouts, youth/church groups, sport clubs and ..... 5. When people talk about peer groups they often use the expression 'Peer Group Pressure' (PGP) to refer to the influence the group you ..... 6 to has over the way you dress, you think and ..... 7. Peer group pressure can be very ..... 8. There are two main types of peer group pressure – positive and ..... 9. Peer pressure is positive when it influences people in a way as to make them feel proud about themselves and their ..... 10. People can influence others in a positive way by saying positive things, caring about the feelings of others and accepting people's differences. If the peer pressure is positive you will feel ..... 11, valued and supported by the others in the group you belong to.
But people can influence their peers in a negative way by making them feel bad about themselves, teasing and harassing others, ... 12 and threatening them.

Learning and Dreaming 2.1

The main task of adolescence is to learn, and this kind of learning is not just a matter of getting the right answer.
The most important thing is to understand the meaning of the right answer. One of the first thing adolescents must do is to start making their own decisions. To do this they must put a little distance between themselves and their parents. Adolescence is also a time of dreaming and daydreaming.
Adolescents can spend hours daydreaming about their future life and planning the things they will do when they grow up.
In the poem *Young*, Anne Sexton remembers the questions and the dreams of her lonely adolescence, when she spent the nights on the lawn of her big house, watching the



Anne Sexton (1928-1974)
She was born in Massachusetts, where in 1947 she graduated from Rogers Hall, a preparatory school for girls. From 1949 to 1952 she worked as a model in the Boston area. In 1956 she began consulting psychiatrists about anxieties and was hospitalised for treatment. She also attempted suicide and one of her doctors suggested that she take up writing as a form of therapy. In November of the same year she began writing poetry and in 1958 she attended Robert Lowell's writing seminar at Boston University. Two years later her first collection, *To Bedlam and Part Way Back*, was published. In 1926 she published her second book, *All My Pretty Ones*. From then on she was awarded several prizes but in 1974 she committed suicide by carbon monoxide poisoning.

'wise stars' and thinking that God could hear her voice. But the dreams we may have as inexperienced youths are not always fulfilled and that period of life characterised by illusions and hopes seems now very far away in time to the disenchanted adult poet.

Look at the title of the poem and say what associations the word 'young' evokes in your mind.



René Magritte, The Empire of Light, *1954*

Young
(from Anne Sexton, *All My Pretty Ones*, 1962)

A thousand doors ago
when I was a lonely kid
in a big house with four
garages and it was summer
as long as I could remember,
I lay on the lawn at night,
Clover[1] wrinkling[2] under me,
the wise stars bedding over me,
my mother's window a funnel[3]
of yellow heat running out,
my father's window, half shut,
an eye where sleepers pass,
and the boards of the house
were smooth and white as wax
and probably a million leaves
sailed on their strange stalks[4]
as the crickets[5] ticked together
and I, in my brand new[6] body,
which was not a woman's yet,
told the stars my questions
and thought God could really see
the heat and the painted light,
elbows, knees, dreams, goodnight.

abc

1 small plant with three leaves
2 forming raised folds
3 tube that is wide at the top and narrow at the bottom, used for pouring liquids
4 main stems of plants
5 small jumping insects that make a shrill sound by rubbing their wings together
6 completely new

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When and where is the poem set?
2. What can you infer from the text about the house where the poet spent her childhood?
3. What did she use to do at night?
4. Who did she talk to?
5. How does she describe her body?
6. Describe what the young poet sees.

DEBATING

Dreaming and daydreaming are among the favourite pastimes of adolescents. The speaking voice of this poem talks about a period of her life when she used to dream about her future and to ask God and the stars her questions. Do you often daydream about your future? Where and when do you usually daydream?

ACTIVITIES

TEXT ANALYSIS

- *Sexton's language is quite simple and domestic but she has a ravishing power of association. Consider the following objects and for each of them identify the associations the poet has found:*
  - *her mother's window;*
  - *her father's window;*
  - *the boards of the house.*
- *Now focus on line 1: what do you think the expression "a thousand doors ago" means?*
- *Can you find any similes or metaphors in the text?*
- *Focus on the syntax. Which syntactical devices are employed?*
- *What is the overall effect of the lack of full stops?*

3 The Parent-Adolescent Relationship



Adolescence is always a struggle for independence and it is common for teenagers to challenge[1] their parents' ideas and views.
Teenagers cope with[2] great physical changes, emotional ups and downs, unfamiliar sexual stages, peer pressure, a changing identity, important life decisions and the resulting loneliness and anxiety. Moreover, teens today face a more complex and impersonal society than in the past. Alcohol and drugs are more easily available and adolescents also have to worry about AIDS, violence and uncertain job prospects. For these reasons the pressures on today's teens are intense. Young people have also become a major target group for advertisers, who constantly urge them to grow up quickly and have it all now.
Teens are out of balance at the same time as their parents are struggling with their own mid-life pressures. While teens are gradually acquiring more personal power, parents are often beginning to confront their own limitations. This often results in conflicts between the two generations and it is very important for parents to keep a sense of perspective.
Giving up power over their children may be difficult for parents. But parents are not the only ones struggling with mixed[3] feelings. As teenagers try to establish their identity, they have to adjust to[4] the loss of childhood security and accept increasing responsibility. When parents and teens are getting along, family life can be wonderful, as young people are enjoying and energising, and their wit[5] and high spirits make them fun

abc

1 to refuse to accept that something is fair
2 deal with
3 contradictory
4 to become familiar with a new situation
5 the ability to say things that are clever and amusing

6 disagree
7 angry
8 feel angry or upset about a situation
9 refusing to obey

to be around. But when parents and teens are at odds[6], the teenage propensity for sullen[7] silence and rejection can frustrate and confuse the parents. Such instability, however, is a necessary part of the teen's development in separating from his or her parents.



Growing up is difficult sometimes and anger plays a key part in the process of separating from parents. Teens resent[8] being dependent, but they are afraid of having to take care of themselves. Anger is a normal emotion and other feelings like helplessness, hurt, frustration, confusion and guilt are often expressed as anger. For these reasons parents must help teens to deal with their anger in a constructive way.
It is normal for adolescents to try to test the rules. Since adolescents are dependent on their parents for a long time, they can build up a great deal of resentment, which can be expressed by defying[9] parental restrictions.
Parents need to help their children make the transition from parents discipline to self discipline. For this to happen, teens need to learn how to negotiate and how to cooperate in setting rules and solving problems. Adolescents need to learn how to think for themselves so they can make the right choices when parents are not around. The parents' task is to help teens develop the ability to make good decisions for themselves and, above all, make them believe in themselves.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Why do adolescents tend to challenge their parents?
2. Why is growing up more complex today than it was in the past?
3. Why do parents usually get frustrated when they have to deal with teens?
4. What are the most common teenagers' reactions when they are at odds with their parents?
5. Why is anger important in the growing up process?
6. How can parents help their children in the period of adolescence?

VOCABULARY

Find synonyms in the text for the following words.

1. Fight .....
2. Opinions .....
3. Phases .....
4. Unclear .....
5. Strong .....
6. Strength .....
7. Anger .....
8. Duty .....

WRITING

Write a paragraph about the relationship with your parents pointing out both the positive and negative aspects.

WRITING

Write sentences which have the same meaning as the following.

1. Adolescence is always a struggle for independence.
   .....
2. Alcohol and drugs are more easily available.
   .....
3. Giving up power over their children may be difficult for parents.
   .....
4. Parents must help teens to deal with their anger in a constructive way.
   .....

The Generation Gap 3.1

A 'generation gap' is a popular expression used to describe wide differences in cultural norms and habits between the members of a younger generation and their elders. This 'gap' occurs when older and younger people do not understand each other because of their different experiences, opinions, habits and behaviours. The song *Father and Son* by Cat Stevens is a dialogue between a father and a son who seem to speak two completely different languages. From activities to expectations, this father and this son revolve in separate orbits and cannot find a common ground. What this father seems to ignore is that his young son needs his independence to grow into a responsible adult. The lack of open communication between them worsens the situation.

Father and Son
(from Cat Stevens, *Tea for the Tillerman*, 1970)

It's not time to make a change, just relax, take it easy
You're still young, that's your fault, there's so much you have to know
Find a girl, settle down, if you want, you can marry
Look at me, I am old, but I'm happy

I was once like you are now, and I know it's not easy to be calm
When you've found something going on
But take your time, think a lot, think of everything you've got
For you will still be here tomorrow, but your dreams may not

How can I try to explain, when I do he turns away again
It's always been the same old story
From the moment I could talk, I was ordered to listen
Now there's a way, and I know that I have to go away – I know I have to go

Do you often argue with your father/mother? What are the most common causes of your arguments? How do you make up with them?



It's not time to make a change, just sit down, take it slowly
You're still young, that's your fault, there's so much you have to go through
Find a girl, settle down, if you want, you can marry
Look at me, I am old, but I'm happy

All the times I've cried, keeping all the things I knew inside
It's hard, but it's harder to ignore it
If they were right, I'd agree, but it's them they know, not me
Now, there's a way, and I know that I have to go away – I know I have to go



Cat Stevens (1948-)
He was born in London in 1947, the son of a Greek father and a Swedish mother. Much if his success came in the 1970s, but his music career began years earlier with the album 'Matthew & Son', released in 1967.
In 1970 'Tea for the Tillerman' made him an international success. Many other albums followed and, at the height of his fame, in 1977, Stevens converted to Islam, and one year later adopted the name Yusuf Islam.
He has been given several awards for his work in promoting peace in the world, including the 2004 *Man for Peace award* and the 2007 *Mediterranean Prize for Peace.*

From Wikipedia, the free encyclopedia

ACTIVITIES

READING COMPREHENSION

Identify the sections where the father talks and those where the son answers.

Answer the following questions.

1. What is this son looking for?
2. Do you think his father is helping him to grow up? Why/why not?
3. What is the son's fault according to the father?
4. What is the main problem in their relationship according to the son?
5. Who do you think the words 'they' and 'them' in the last but one line refer to?
6. What is the only possible solution according to the son?

How could you define the son's mood? And the father's? Choose among the following adjectives.

1. Angry
2. Satisfied
3. Desperate
4. Frustrated
5. Lively
6. Depressed
7. Sad
8. Disappointed

WRITING

"To make a change" is a key phrase in this song. Explain the different meaning this expression has for the father and for the son.

ROLE-PLAYING

And now write a dialogue between the father and the son based on Stevens' song. You can add some details to reinforce both views.

Education in Adolescence

ELOS
1 teaching the skills you need to do a particular job

Education in adolescence is also called secondary education and represents a gateway to the opportunities and benefits of economic and social development throughout the world. The main purpose of secondary education is to give common knowledge to prepare for either higher education or vocational education, or to train directly to a profession.
In today's world, secondary education has a vital task, one which combines the peculiarities of being at the same time general and vocational.[1] Quality secondary education is indispensable in creating a bright future for individuals and nations alike. Globalisation and the increasing need for a more sophisticated labour force heighten the demand for secondary education institutions which provide students with the skills required in a globalised and technology-driven world.
Though the exact boundary between primary and secondary education varies from country to country, secondary education generally occurs during the teenage years.

Secondary Education in Britain 4.1

Secondary education in Britain is compulsory up to the age of 16, but pupils may stay on at school voluntarily until they are 18.
Over 85% of British secondary school pupils attend comprehensive schools, which take children of all abilities from the age of 11 to 16 or 18. There are three types of comprehensive schools:

- schools which take pupils from 11 to 18;
- schools which embrace middle school leavers from 12, 13 or 14 to 18;
- schools which take the age group from 11 to 16.

The pupils in the latter group, wishing to continue their education beyond the age of 16, may transfer to the sixth form of an 11-18 school or to a tertiary college, which also offers part-time vocational courses.
Grammar schools offer a mainly academic education for the 11 to 18-year age group. Children enter grammar schools on the basis of their abilities, first setting the '11' plus or entrance examination.
A small minority of children attend secondary modern schools which provide a more general and technical education for children aged 11-16.
City Technology Colleges (CTCs), which are in operation in England and in Wales, aim to give boys and girls a broad secondary education with a strong technological and business slant. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors.

The independent school sector is separate from the state educational system and caters for some 7% of all schoolchildren in England and about 4% in Scotland. Parents of pupils attending independent schools pay for their education, and in some cases fees can amount to several thousand pounds a year. Some pupils get scholarships and their expenses are covered by the schools. All independent schools have to register with the Department of Education and Science and are subject to inspection by Her majesty's Inspectorate.

About 250 of the larger independent schools are known for historical reasons as public schools. Eton, which was founded in 1440, is said to have been the first grammar school to be called 'public school' because pupils could come to it from any part of England and not, as was generally the case, just from the immediate neighbourhood.

The principal examinations taken by secondary school pupils at the age of 16 are those leading to the *General Certificate of Secondary Education* (GCSE) in up to ten subjects. It is the minimum school leaving age, the level which does not allow school-leavers to enter university but to start work or do some vocational training. Those with good grades in at least 5 subjects can go on to study a two-year A (advanced) level course in 2 or 3 subjects. Most sit their A level exams at age 18 and their results determine entry to university.

ACTIVITIES

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1. Secondary education is compulsory up to the age of 18 in Britain. T ☐ F ☐
2. Comprehensive schools are the most popular type of secondary schools. T ☐ F ☐
3. You must pass an exam to attend a comprehensive school. T ☐ F ☐
4. Grammar schools are technical schools. T ☐ F ☐
5. Many children attend secondary modern schools. T ☐ F ☐
6. Independent schools are inspected by Her Majesty's Inspectorate. T ☐ F ☐
7. Public schools are not state schools. T ☐ F ☐
8. Eton is a famous public school. T ☐ F ☐

Answer the following questions.

1. What are comprehensive schools?
2. How many types of comprehensive schools are there in Britain?
3. What are public schools?
4. What are *City Technology Colleges*?
5. What are the main examinations British secondary school pupils must take?

WRITING

Write a short report pointing out the main similarities and the main differences between the Secondary School system in Britain and in your country.

ACTIVITIES

VOCABULARY

Find in the text the English equivalents of the following Italian terms.

1. corsi professionali .....
2. esame d'ammissione .....
3. istruzione tecnica .....
4. borsa di studio .....
5. vicinanze .....
6. ragioni storiche .....

Life in a British Boarding School

4.2

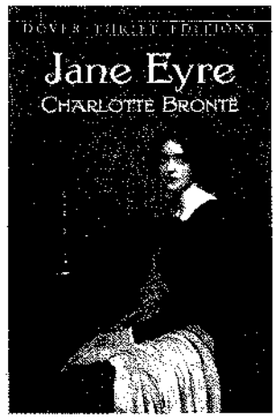
The 19th century, in particular, was the golden age of public schools, as the practice of tutoring a child at home started to decline and attendance at a top public school became very common among the highest social classes.

Education focused on the classics – Latin and Greek – and promoted such military ideals as competition and fair play. Besides, boarding schools often relied on corporal punishment to maintain discipline.

The novel *Jane Eyre* (published in 1847) by Charlotte Brontë provides an accurate view of education in nineteenth-century England, as seen by an 1840s educator.

The course of Jane's life in regard to her own education and her work in education are largely autobiographical, mirroring Charlotte Brontë's own life. Jane's time at Lowood corresponds to Charlotte's education at a school for daughters of the clergy, which she and her sisters Maria, Elizabeth and Emily left for in 1824.

Lowood School is an accurate representation of a Charity School in the 1820s, where the bad health conditions and the world of cruelty led to the death of Charlotte's two older sisters.



Lowood School

(from Charlotte Brontë, *Jane Eyre*, 1847)

A quarter of an hour passed before lessons again began, during which the school-room was in a glorious tumult; for that space of time, it seemed to be permitted to talk loud and more freely, and they used their privilege. The whole conversation ran on[1] the breakfast, which one and all abused roundly. Poor things! It was the sole consolation they had. Miss Miller was now the only teacher in the room: a group of great girls standing about her, spoke with serious and sullen[2] gestures. I heard the name of Mr Brocklehurst pronounced by some lips; at which Miss Miller shook her head disapprovingly; but she made no great effort to check the general wrath: doubtless she shared in it.

What should an ideal school be like in your own opinion?

1 was about
2 angry

Charlotte Brontë (1816-1855)
She was born in Yorkshire. Her father was a curate and her mother died when she was only five. The family of five girls and one boy were brought up by their aunt. After the death of the two elder sisters, Charlotte began writing, with her brother Branwell, a series of romances based on an imaginary country called Angria.
In the 1830s Charlotte made several unsuccessful attempts to earn her living by teaching. In 1845 she discovered the manuscript of her sister Emily's poems and persuaded her to include them in a small volume of poems by all three sisters, which appeared in 1846.
Charlotte's first novel, *The Professor*, was rejected, but her next novel *Jane Eyre* (1847) immediately made her famous. There followed *Shirley* (1849) and *Villette* (1853).
In 1854 she married her father's curate, but less than a year later, she died.



A clock in the school-room struck nine; Miss Miller left her circle and standing in the middle of the room, cried: "Silence! To your seats!"
Discipline prevailed: in five minutes the confused throng[3] was resolved into order, and comparative silence quelled[4] the Babel clamour of tongues. The upper teachers now punctually resumed their posts: but still, all seemed to wait. Ranged[5] on benches down the sides of the room, the eighty girls sat motionless and erect: a quaint[6] assemblage they appeared, all with plain locks combed from their faces, not a curl visible; in brown dresses, made high and surrounded by a narrow tucker[7] about the throat, with little pockets of holland[8] (shaped something like a Highlander's purse) tied in front of their frocks, and designed to serve the purpose of a work-bag: all too wearing woollen stockings and country-made shoes, fastened with brass buckles. Above twenty of those clad in[9] this costume were full-grown girls or rather young women; it suited them ill, and gave an air of oddity even to the prettiest.
I was still looking at them, and also at intervals examining the teachers – none of whom precisely pleased me; for the stout[10] one was a little coarse, the dark one not a little fierce, the foreigner harsh and grotesque, and Miss Miller, poor thing! Looked purple, weather-beaten, and over-worked – when, as my eye wandered from face to face, the whole school rose simultaneously, as if moved by a common spring.
What was the matter? I had heard no order given: I was puzzled.
Ere[11] I had gathered my wits, the classes were again seated: but as all eyes were now turned to one point, mine followed the general direction, and encountered the personage who had received me last night. She stood at the bottom of the long room, on the hearth;[12] for there was a fire at each end: she surveyed the two rows of girls silently and gravely. Miss Miller approaching, seemed to ask her a question, and having received her answer, went back to her place, and said aloud, "Monitor of the first class, fetch the globes!"
While the direction was being executed, the lady consulted moved slowly up the room. I suppose I have a considerable organ of Veneration, for I retain yet the sense of admiring awe[13] with which my eyes traced her steps. Seen now, in broad daylight, she looked tall, fair, and shapely;[14] brown eyes, with a benignant light in their irids, and a fine pencilling of long lashes round, relieved the whiteness of her large front; on each of her temples her hair, of a very dark brown, was clustered in round curls, according to the fashion of those times [...]; her dress, also in the mode of the day, was of purple cloth, relieved by a sort of Spanish trimming[15] of black velvet; a gold watch (watches were not so common then as now) shone at her girdle.[16] Let the reader add, to complete the picture, refined features; a complexion, if pale, clear; and a stately air and carriage, and he will have, at least, as clearly as words can give it, a correct idea of the exterior of Miss Temple – Maria Temple, as I afterwards saw the name written in a prayer-book entrusted to me to carry to church.
The superintendent of Lowood (for such was this lady) having taken her seat before a pair of globes placed on one of the tables, summoned[17] the first class round her, and commenced giving a lesson in geography; the lower classes were called by the teachers: repetitions in history, grammar etc., went on for an hour; writing and arithmetic succeeded, and music lesson were given by Miss Temple to some of the elder girls. The duration of each lesson was measured by the clock, which at last struck twelve. The superintendent rose: "I have a word to address to the pupils," said she.
The tumult of cessation from lessons was already breaking forth, but it sank at her voice. She went on: "You had this morning a breakfast which you could not eat; you must be hungry: I have ordered that a lunch of bread and cheese shall be served to all."
The teachers looked at her with a sort of surprise.
"It is to be done on my responsibility," she added, in an explanatory tone to them, and immediately afterwards left the room.
The bread and cheese was presently brought in and distributed, to the high delight and refreshment of the whole school. The order was now given "To the garden!" Each put on a coarse straw bonnet,[18] with strings of coloured calico,[19] and a cloak of grey frieze. I was similarly equipped, and, following the stream, I made my way into the open air. [...]

3 crowd
4 ended
5 arranged
6 unusual and attractive
7 a frill of lace worn around the neck
8 a smooth hard-wearing linen fabric
9 wearing
10 fairly fat
11 before
12 the area of floor around a fireplace
13 feeling of great respect
14 attractive
15 material used to decorate clothes
16 a piece of women's underwear which fits tightly under the stomach
17 gathered
18 hat tied under the chin
19 heavy white cotton cloth



Below Jane Eyre *in Robert Johanson's stage adaptation directed by Ralph Small.*



The playbill of Robert Stevenson's film starring Orson Welles.

20 hurt
21 bit
22 with pieces of metal or wood between two pieces of glass

As yet I had spoken to no one, nor did anybody seem to take notice of me; I stood lonely enough: but to that feeling of isolation I was accustomed; it did not oppress me much. I leant against a pillar of the veranda, drew my grey mantle close about me, and, trying to forget the cold which nipped[20] me without, and the unsatisfied hunger which gnawed[21] me within, delivered myself up to the employment of watching and thinking. My reflections were too undefined and fragmentary to merit record; I hardly yet knew where I was; Gateshead and my past life seemed floated away to an immeasurable distance; the present was vague and strange, and of the future I could form no conjecture: I looked round the convent-like garden, and then up at the house; a large building, half of which seemed grey and old, the other half quite new. The new part, containing the school-room and dormitory, was lit by mullioned[22] and latticed windows, which gave it a church-like aspect; a stone tablet over the door, bore the inscription:
"Lowood Institution. – This portion was rebuilt A:D: –, by Naomi Brocklehurst, of Brocklehurst Hall, in this county." "Let your light so shine before men that they may see your good works, and glorify your father which is in heaven." – St. Matt. V.16.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When can girls talk aloud?
2. What are they talking about?
3. How many pupils are there in the school?
4. Who do you think Mr Brocklehurst is?
5. What do girls wear?
6. Does Jane like the teachers?
7. Who is Miss Temple?
8. What does she look like?
9. What is Jane's mood?
10. Can you describe the school building?

VOCABULARY

Explain in your own words the meaning of the following terms.

1. Consolation .....
2. Lips .....
3. Babel .....
4. Benches .....
5. Costume .....
6. Personage .....
7. Benignant .....
8. Fashion .....

TEXT ANALYSIS

Answer the following questions

1. What kind of narrator is employed?
2. Where is the passage above set? Is the setting described in detail or not?
3. What is the language like?
4. What kind of narrative mode prevails?
5. Who are the characters? Are they described in detail or not?
6. Charlotte Brontë presents Jane as an isolated figure throughout the novel. Underline all the words which evoke this sense of isolation.

LISTENING

Listen to the following text on life at Eton in the 16th century and today and then tick what you hear.

LIFE AT ETON TODAY AND IN THE PAST

	IN THE 16th CENTURY	TODAY
1	A each pupil had his own bed B two or three boys slept in the same bed C boys did not sleep at school	A pupils wake up at 7.00 a.m. B pupils wake up at 7.30 a.m. C pupils wake up at 6.30 a.m.
2	A pupils woke up at 6.00 a.m. B pupils woke up at 5.00 a.m. C pupils woke up at 5.30 a.m.	A breakfast is served at 8.00 B breakfast is served at 9.30 C breakfast is served at 8.15
3	A lessons started at 8.00 B lessons started at 6.30 C lessons started at 6.00	A lessons start at 9.20 B lessons start at 9.40 C lessons start at 9.30
4	A lessons were in English B lessons were in English and Latin C lessons were only in Latin	A pupils eat three meals a day B pupils eat two meals a day C pupils eat one meal a day
5	A pupils did not eat on Fridays B pupils did not eat meat on Fridays C pupils ate only two meals on Fridays	A pupils say their prayers at 8.40 p.m. B pupils say their prayers at 8.00 p.m. C pupils say their prayers at 8.20 p.m.
6	A lessons finished at 8.30 p.m. B lessons finished at 8.00 p.m. C lessons finished at 1.00 p.m.	A only boys can attend Eton B only girls can attend Eton C both boys and girls can attend Eton
7	A before going to bed pupils said their prayers B pupils did not say their prayers in the evening C pupils said their prayers when they were in bed	A in their free time pupils are obliged to stay in the school library B in their free time pupils can leave the school C in their free time pupils can practise sports at school

4.3 Secondary Education in the USA

In the USA schools that span grades 7 through 9 are generally referred to as junior high schools. When they arrive in junior high schools, students enrol[1] in classes from several teachers in a given day. The classes are generally based on four academic subjects (English or Language Arts, Mathematics, Science, and History or Social Studies) with two to four other classes. Some students also start taking a foreign language such as Spanish, French, or German. Physical Education (PE) classes are usually mandatory for various periods.

High school usually runs from grades 9 to 12. In high schools students have much more control of their education and may even choose their core[2] classes. Most American high schools are comprehensive high schools which enrol all students in a local area, regardless of ability or vocational/college track.

At the turn of the 20th century, it was common for high schools to have entrance examinations which restricted entrance to fewer than 5 percent of the population in preparation for college. Most were expected to be ready for a job or family after junior high school. By mid-century, comprehensive high schools became common. They were designed to give a free education to any student who chose to stay in school for 12 years to get a diploma with a minimal grade point average. The goal became to minimise the number who exited at the mandatory attendance age, which varies by State between 14 and 18 years of age.

By the 2000s, standards-based education was embraced in most states with the goal of raising standards.

There is wide variance in curriculum for students in the United States. Unlike their counterparts in other developed nations, many do not begin to specialise into a narrow field of study until their sophomore year[3] of college. Many high schools have always offered a choice of vocational or college prep curriculum. Schools that offer vocational programmes include a very high level of technical specialisation.

Under the education reform movement started in the early 1990s by many state legislatures and the federal government, about two-thirds of the nation's public high school students are required to pass a rigorous graduation exam, usually at the 10th grade level.

1 arrange to join a school
2 main
3 the second year at a college or high school

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What are junior high schools?
2. Which subjects are taught in junior high schools?
3. What are high schools?
4. What is the main purpose of comprehensive high schools?
5. What is the secondary education curriculum like?
6. When do students have to pass a graduation exam?

WRITING

Write a short report on secondary education in Britain, USA and Italy, pointing out the main differences.

ACTIVITIES

CLOZE EXERCISE

While reading the following text on secondary education in Italy fill in the gaps with the following words: **Russian - arts - exam - job - Chemistry - Greek - faculty - practical - Middle - subjects.**

SECONDARY EDUCATION IN ITALY

Italian secondary education (Scuole medie) is divided into two stages: 'Medie Inferiori', which correspond to the ..... 1 School grades, and 'Medie Superiori', which correspond to the Secondary School level. The lower tier (Middle School) lasts 3 years, and involves an ..... 2 at the end of the third year; 'Scuole Superiori' last from 3 to 5 years. Every tier involves an exam at the end of the final year, required to access the following tier. The secondary school situation varies, since there are several types of schools differentiated by ..... 3 and activities. The main division is between the 'Liceo', the 'Istituto Tecnico' and the 'Istituto Professionale'. Any kind of secondary school that lasts 5 years grants access to the final exam, called *Esame di Stato conclusivo del corso di studio di Istruzione Secondaria Superiore* or *Esame di Maturità*. This exam takes place every year in June and July and grants access to any ..... 4 at any University.

The 'Liceo' concept was created by the Gentile reform in 1923 and indicated a specific type of secondary school; today, it rather refers to a class of secondary schools oriented towards the study of the ..... 5 and sciences. All of the *Licei* have some subjects in common, such as Italian Literature, or Mathematics (although the effective number of hours spent on each subject varies), while other subjects are peculiar to a particular type of *Liceo* (i.e. Ancient Greek in the *Liceo Classico* or Geometrical Drawing in the *Liceo Artistico*).

The different types of *Liceo* are:

- *Liceo Classico*, which features Latin, Ancient ..... 6, Italian, History and Philosophy as its most important subjects.
- *Liceo Scientifico*, where the emphasis is more on scientific and mathematical topics, such as Geometry, ... 7 or Physics - although Latin, Philosophy and Literature are also taught in depth.
- *Liceo Linguistico* puts emphasis on language learning and languages taught are usually English, French, Spanish and German - although recently ..... 8 has been introduced as well.
- *Liceo Artistico*, which is oriented toward arts teaching - in a theoretical (i.e. History of the Arts) and practical (i.e. drawing sessions) sense.

The *Istituto Tecnico* (Technical Institute), called in Italian *ITIS* (*Istituto Tecnico Industriale Statale*, i.e. National Technical/Industrial Institute) and *ITC* (*Istituto Tecnico Commerciale*, i.e. Technical/Commercial Institute) is more oriented toward ..... 9 subjects, such as Aeronautics, Business Administration, Computer Science and Chemistry.

The *Istituto Professionale* offers a form of secondary education oriented toward more practical subjects, enabling the students to start searching for a ..... 10 as soon as they have completed their studies (sometimes sooner, as some schools offer a diploma after 3 years instead of 5).

Liceo education involves a broad, specifically academic curriculum and is generally considered necessary for University preparation. A typical Italian student is 19 when he or she enters university, while in the UK and other countries, 18 is the most common age.

(Adapted from Wikipedia)

Adolescence and Love

Everyone remembers their first love. Few experiences will ever be as intense and overwhelming[1] as your first crush.[2]

Falling in love as a teenager is more intense than the experience in adulthood. But these early relationships usually burn out[3] quickly. One survey showed that at age 15, dating relationships last an average of only three to four months. Flushed cheeks, a racing heart beat and clammy[4] hands are some of the outward signs of being in love. But inside the body there are definite chemical signs that Cupid has fired his arrow.

Researchers have identified three phases of love. The initial physical response is 'lust'[5]. The falling in love is called 'attraction', while the emotional commitment required to make relationships last in the long term is known as 'attachment'.

The attraction phase is the truly love-struck phase.

1 having such a great effect on you that you feel confused
2 strong feeling of romantic love for someone
3 finish
4 wet and sticky
5 very strong desire



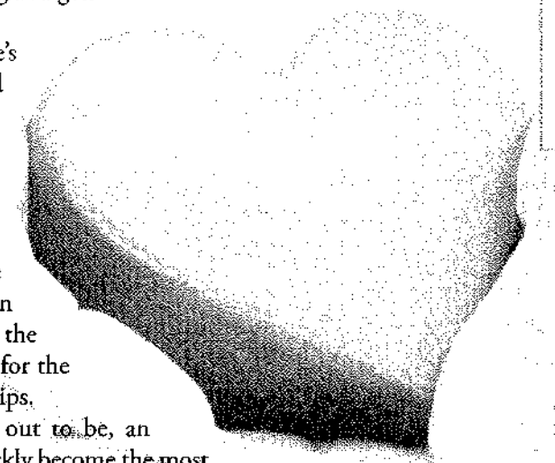
KEYWORDS

Dating means having a romantic relationship with someone. A **date** is an occasion when you go out with someone you like in a romantic way.

When people fall in love they can think of nothing else. They might even lose their appetite and need less sleep, preferring to spend hours at a time daydreaming about their new lover.

In the attraction stage, the following neuro-transmitters called 'monoamines' play an important role:

- dopamine – also activated by cocaine and nicotine;
- adrenalin, which starts as sweating and gets the heart racing;
- serotonin, which is one of love's most important chemicals and one that may actually send us temporarily insane.



Attachment is the bond that keeps couples together when they go on to have children.

Teenagers seem to experience the attraction phase more strongly than adults, but their failure to enter the attachment phase may be to blame[6] for the short-term nature of their relationships.

However short-lived it might turn out to be, an experience of passionate love can quickly become the most important thing in a young person's life. Teenagers in love spend endless hours talking, either on the phone or face to face. This intimacy teaches them about their own identity, simply through becoming close to someone else. Intimacy also involves openness[7], sharing[8] and trust,[9] so it also contributes to maturity.

(Adapted from *BBC-Science&Nature, Human Body and Mind*)

6 held responsible
7 the quality of being willing to accept new ideas and people
8 solidarity
9 strong belief in the honesty and goodness of someone

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What are the main differences between falling in love as a teenager and as an adult?
2. What are some of the 'symptoms' of falling in love?
3. What happens during the attraction phase?
4. Which neuro-transmitters play a key role during the attraction phase?
5. Why is intimacy important in the growing up process?

SPEAKING

Talk about the three main phases of falling in love.

VOCABULARY

Find in the text the English equivalents of the following Italian words.

1. sondaggio .....
2. media .....
3. battito cardiaco .....
4. freccia .....
5. neurotrasmettitori .....
6. nicotina .....
7. legame .....
8. maturità .....

ACTIVITIES

WRITING

Write sentences which have the same meaning as the following.

1 Falling in love as a teenager is more intense than the experience in adulthood.

.....
.....

2 Researchers have identified three phases of love.

.....
.....

3 When people fall in love they can think of nothing else.

.....
.....

4 This intimacy teaches them about their own identity.

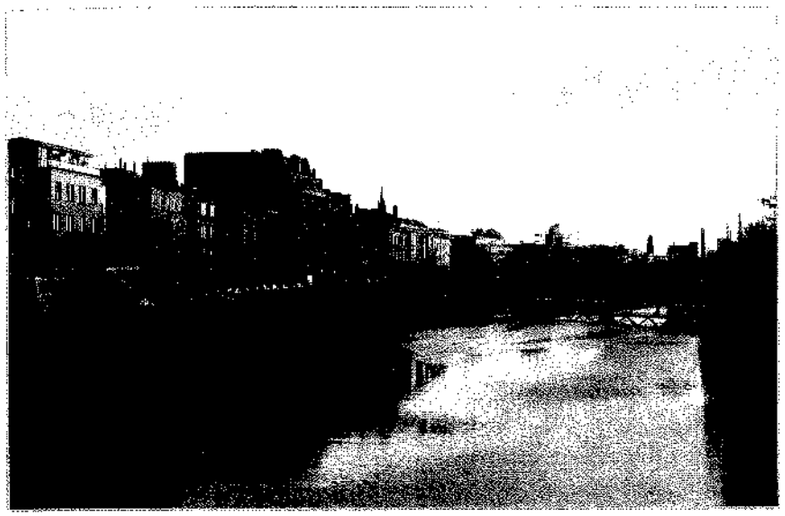
.....
.....

5.1 Looking for Prince Charming

What teenagers often feel for a person is a sort of romantic infatuation: it is as if they were in love with the feeling of love itself. They think that being in love is more important than the object of their love and this feeling is often based on fantasies and neediness. Besides they often tend to idealise the loved ones and not to see them as they really are. This is a form of immature love. Mature love, on the contrary, is enhanced by time and means individual growth, as well as growth as a couple.
The Irish writer Edna O'Brien deals with the theme of emotional insecurity typical of the young in the novel *Girl with Green Eyes* (1962). Cathleen Brady, the main character, is a naïve and innocent country girl who moves to Dublin with her uninhibited friend Baba in search of romance. She finds it when she falls in love with a sophisticated married man, to the horror of her father and the close-knit Catholic community to which her family belongs.

Edna O'Brien (1930 –)
She was born in a small village in the West of Ireland and attended Pharmaceutical College in Dublin. At the age of twenty, she married and, after the birth of two sons, she moved to London. Besides a trilogy of novels (*The Country Girls, Girl with Green Eyes* and *Girls in their Married Bliss*) written in the sixties, she has composed several novels, a play, some television scripts, and a number of short stories. The collection of short stories *A Fanatic Heart* appeared in 1984, *Lantern Slides* was published in 1990; other later works include *Time and Tide* (1992) and *House of Splendid Isolation* (1994). Like many Irish fiction writers, O'Brien captures the spiritual and social atmosphere of Irish family life, the ineffable pain of loneliness, guilt and loss.





Dublin.

All the nicest men were in books
(from Edna O'Brien, *Girl With Green Eyes, 1962*)

It was a wet afternoon in October, as I copied out the September accounts from the big grey ledger.[1] I worked in a grocery shop in the north of Dublin and had been there for two years.
My employer and his wife were country people; like myself. They were kind but they liked me to work hard and promised me a rise in the new year. Little did I know that I would be gone by then, to a different life.
Because of the rain, not many customers came in and out, so I wrote the bills quickly and then got on with my reading. I had a book hidden in the ledger, so that I could read without fear of being caught.
It was a beautiful book, but sad. It was called *Tender is the Night*. I skipped[2] half of the words in my anxiety to read it quickly, because I wanted to know if the man would leave the woman or not. All the nicest men were in books – the strange, complex, romantic men; the ones I admired most.
I knew no one like that except Mr Gentleman; and I had not seen him for two years. He was only a shadow now and I remembered him the way one remembers a nice dress that one has grown out of.
At half four I put on the lights. The shop looked shabbier[3] in artificial light too, the shelves were dusty and the ceiling hadn't been painted since I went there. It was full of cracks. I looked in the mirror to see how my hair was. We were going somewhere that night, my friend Baba and me. My face in the mirror looked round and smooth. I sucked my cheeks in, to make them thinner. I longed to be thin, like Baba.
'You look like you were going to have a child,' Baba said to me the night before, when I was in my nightgown.
'You're raving,'[4] I said to her. Even the thought of such a thing worried me.

Have you ever idealised a boy/girl with whom you have fallen in love?

1 book in which financial accounts are recorded
2 missed
3 in poorer condition
4 talking furiously as if in a fever or mad

5 people who pity themselves
6 danced
7 to come together in great numbers
8 a lot of
9 attractive
10 hollow roll of fur used to keep the hands warm
11 liquid sprayed on the hair to keep it in place
12 rubber boots
13 unwillingly
14 to start a sexual relationship
15 not feeling excited about anything any more
16 untrue
17 walked with difficulty
18 slightly yellow

Baba was always teasing me, although she knew I'd never done more than kiss Mr Gentleman.

'It happens to country mopes[5] like you, soon as you dance with a fellow,' Baba said, as she held an imaginary man in her arms and waltzed[6] between the two iron beds. Then she burst into one of her mad laughs and poured gin into the transparent plastic tooth-mugs on the bedside table.

[...]

At half five, customers began to flock[7] in on their way from work, and around six Mrs Burns came out, to let me go off. [...] Baba and I were going to a wine-tasting reception that night.

I made my face up in the hall and put on rouge, eyeshadow, and lashings of[8] ashes-of-roses perfume. The very name ashes-of-roses made me feel alluring.[9]

[...]

The bus was empty, as there were very few people going down to the centre of the city at that hour of evening. It was too early for the pictures. There were toffee papers and cigarette packets on the floor and the bus had a sweaty smell. It was a poor neighbourhood. [...]

Baba was waiting for me outside the hotel. She looked like something off a Christmas tree. She had a new fur muff[10] and her hair-set was held in place with lacquer.[11]

'Mother o'God where are you off to in your wellingtons?'[12] she asked.

I looked down at my feet and realised with desolation that I'd left my shoes on the bus.

There was nothing for it but to cross the road and wait for the bus on its return journey. It was an unsheltered bus-stop and Baba's hair style got flattened. Then, to make everything worse, my shoes were not on the bus and there was a different conductor. He said that the other conductor must have handed them to the lost property office on the way to his tea. [...]

We had trouble getting in to the banquet room, even though Baba told the girl at the entrance door that we were journalists. She rooted in her bag for the invitation cards and said that she must have forgotten them. [...]

'What paper do you represent?' the girl asked. A small queue had gathered behind us.

'*Woman's Night*,' Baba said. It was what she planned to say. There is no such magazine.

'Go ahead,' the girl said grudgingly,[13] and we went in.

As we walked across the polished floor, my rubber boots squeaked loudly and I imagined that everyone was staring at me. [...]

Baba saw our friend Tod Mead and went towards him. He was a public relations officer who worked for a big wool company and we had met him at a fashion show a few weeks before. He took us for a coffee then and tried to get off[14] with Baba. He affected a casual world-weary[15] manner, but it was only put on,[16] because he ate loads of bread and jam. We knew he was married but we hadn't met his wife.

'Tod!' Baba hobbled over[17] to him on her high heels. He kissed her hand and introduced us to the two people with him. One was a lady journalist in a big black hat and the other a strange man with a sallow[18] face. His name was Eugene Gaillard. He said 'Pleased to meet you', but he didn't look very pleased. He had a sad face and Tod told us that he was a film director. [...]

Their voices reached me and I heard Tod say, 'That's the literary fat girl I was telling you about.'

'Which one?' Eugene Gaillard asked, idly.

'Long hair and rubber boots,' Tod said, and I heard him laughing.

I ran and got myself a drink. There were plates of water biscuits but I couldn't reach them and I felt hungry, having had no tea.

'Literary fat girl!' It really stabbed me.

'Your fashions are original – rubber boots and a feather hat,' Eugene said behind my back, and I knew his soft voice without even turning round to look at him.

'You brave coward,' he said. He was tall, about the same height as my father.

'It's nothing to laugh at – I lost my shoes,' I said. [...]

I felt suddenly at home with him, I don't know why. He wasn't like anyone I knew, his face was long and had a grey colour. It reminded me of a saint's face carved out of grey stone which I saw in the church every Sunday.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1 Where does Kate work?
2 Where does she come from?
3 Why does she have a book hidden in the ledger?
4 Why is she reading the book quickly?
5 What does she like about books?
6 Who is Mr Gentleman?
7 Who is Baba?
8 Where are the two girls going that night?
9 How do they manage to get into the banquet room?
10 Who is Tod Mead? And Eugene Gaillard?
11 What does Eugene look like?
12 What are Kate's feelings when she first sees Eugene?

Decide if the following statements are true or false and correct the false ones.

1 Kate is thin. T ❑ F ❑
2 Kate likes reading *Tender is the Night*. T ❑ F ❑
3 Kate last saw Mr Gentleman two years ago. T ❑ F ❑
4 She is still in love with Mr Gentleman. T ❑ F ❑
5 Baba likes teasing Kate. T ❑ F ❑
6 Kate never makes her face up. T ❑ F ❑
7 Kate drives to the wine-tasting reception. T ❑ F ❑
8 Kate leaves her shoes on the bus. T ❑ F ❑
9 The two girls get into the banquet room because they have invitation cards. T ❑ F ❑
10 Tod Mead is one of Kate's friends. T ❑ F ❑
11 Tod Mead is married. T ❑ F ❑
12 Kate has short hair. T ❑ F ❑
13 Kate is very thirsty at the wine-tasting reception. T ❑ F ❑
14 Baba is wearing high heels. T ❑ F ❑
15 Eugene reminds Kate of someone she knows. T ❑ F ❑

ACTIVITIES

READING COMPREHENSION

Girl with Green Eyes *is a 'novel of formation' which deals with Kate's growth from youth into maturity, her transition from romantic innocence to harsh experience. The last stage in Kate's process of maturation begins with her departure for London and ends in remaining in London to study at London University.*
Here is the final part of the novel. Read it and then answer the questions below.

A Different Person

I work in a delicatessen shop[1] in Bayswater and go to London University at night to study English. Baba works in Soho, but not in a strip-tease club, as she had hoped. She's learning to be a receptionist in a big hotel. We share a small bed-sitting room, and my aunt sends a parcel of butter every other week. Baba says it makes us look like a right pair of eejits,[2] getting that mopey[3] parcel tied with hairy twine,[4] and I keep telling my aunt that butter is not rationed[5] here, but still she sends it. It's all she can do to prove her love.
It is hot summer, and I miss the fields and the soft breeze; and I sometimes think of a brown mountain stream with willows[6] and broom[7] pods hanging over it; and I think of the day I went fishing there with him, and he wore big boots and waded upstream. At unguarded moments, in the last Tube, or drying my face by sticking my head out of the window (we aren't allowed in the garden), I ask myself why I ever left him; why I didn't cling on tight, the way the barnacles[8] cling to the rocks.
He wrote to me after I came here – a very nice letter, saying what a nice girl I was, and what a pity that he hadn't been younger (in mind) or I hadn't been older.
I answered that letter and he wrote again, but I haven't heard from him now for a couple of months and I take[9] it that he has gone back to his wife, or that he's busy in South America, doing that picture on irrigation.
If I saw him again I would run to kiss him, but even if I don't see him I have a picture of him in my mind, walking through the woods, saying, in answer to my fear that he might leave me, that the experience of knowing love and of being destined, one day, to remember it, is the common lot[10] of most people.
'We all leave one another. We die, we change – it's mostly change – we outgrow[11] our best friends; but even if I do leave you, I will have passed on to you something of myself; you will be a different person because of knowing me; it's inescapable...' he said.
It's quite true. Even Baba notices that I'm changing, and she says if I don't give up this learning at night, I'll end up as a right drip[12], wearing flat shoes and glasses. What Baba doesn't know is that I'm finding my feet, and when I'm able to talk I imagine that I won't be so alone, or so very far away from the world he tried to draw me into, too soon.

1. Where does Kate work now?
2. Who does she live with?
3. What does Baba do?
4. Why does Kate's aunt send her a parcel of butter every other week?
5. Does Kate still see Mr Gaillard?
6. What does Kate miss in London?
7. To what extent is Kate changing?
8. Where is the passage above set?
9. Who is the narrator?
10. Who are the main characters? Are they described in detail or not?
11. How would you define Kate's and Baba's personalities? Choose among the following adjectives: *sensitive – naive – cynical – shy – witty – innocent – mischievous – opportunist – pragmatist idealist*
12. What kind of language is employed by the narrator?

ACTIVITIES

abc

1 shop selling prepared food, often unusual or imported
2 idiots
3 foolish
4 strong thread or string
5 limited to a fixed amount
6 trees with thin flexible branches and long narrow leaves
7 shrub with yellow or white flowers
8 small shellfish that attach to objects under water
9 suppose
10 destiny
11 leave behind
12 someone who is boring and weak

WRITING

Imagine you are Kate and answer Eugene's letter. Explain why you have decided to go and what you want in life.

TEXT COMPLETION

Read the following synopsis of the novel and fill in the blanks with the following words: **writer** · **England** · **affair** · **family** · **young** · **past** · **easy** · **life.**

GIRL WITH GREEN EYES

Girl with Green Eyes traces the maturation of two Irish ..... 1 girls, Kate and Baba, who live in Dublin. Kate is a reserved romantic, while Baba is an engaging cynic. By chance they meet Eugene, a middle aged ..... 2. He and Kate have an ..... 3 but when her family hear that he is married they force her to go home. Kate runs away and goes back to Eugene pursued by her ..... 4 who are repulsed by Eugene's housekeeper. They become lovers but their relationship is not ..... 5 and they often quarrel. Kate is hurt and runs back to Baba who is leaving for ..... 6. They decide to go together, Kate believing that Eugene will follow her. However a new ..... 7 begins in London and she gradually forgets the ..... 8.

Drug and Substance Abuse

10

abc

1 not affected

A drug is any chemical substance that produces a therapeutic or non-therapeutic effect in the body. The group of 'illegal drugs' includes dangerous chemicals that have only toxic actions.
Experimentation with drugs during adolescence is common, and teenagers may be involved with legal or illegal drugs in various ways. Unfortunately, they often do not see the link between their actions today and the consequences tomorrow and feel immune[1] to the problems that others experience.

a·c·e

2 addiction
3 to be accepted by the other people in a group
4 the most usual ideas or methods, or the people who have these ideas and methods
5 attracted
6 to exclude
7 advice and support given by a counsellor to someone with problems

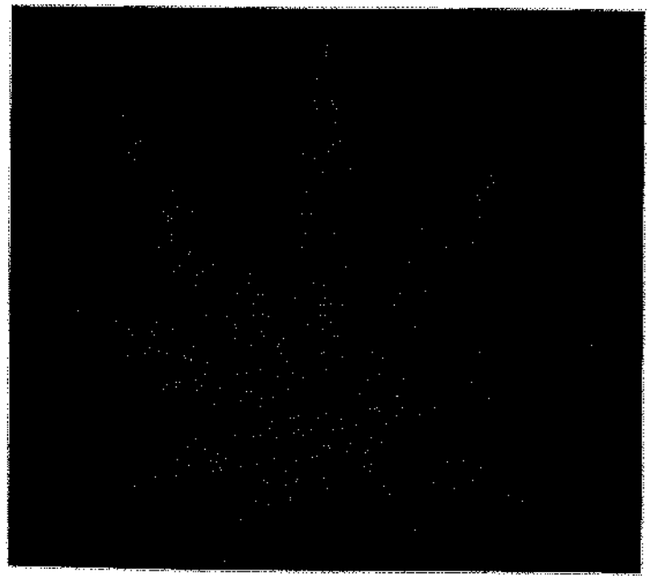
Using alcohol and tobacco at a young age increases the risk of developing a dependency[2] and using other drugs later. Adolescence is a time for trying new things. Teens often use drugs for many reasons, including curiosity, because it feels good, to reduce stress, to feel grown up or to fit in.[3]

Teenagers at risk for developing serious alcohol and drug problems include those with a family history of substance abuse, those who have low self-esteem and those who feel like they do not fit in or are out of the mainstream.[4]

Teens who smoke are three times more likely than non-smokers to use alcohol, eight times more likely to use marijuana , and twenty-two times more likely to use cocaine. Besides, many young people use other toxic substances called inhalants and are left with serious respiratory problems and permanent brain damage.

The use of illegal drugs is increasing, especially among young teens. In particular, several sources indicate an increase in young users of heroin, who are lured[5] by this relatively inexpensive, high-purity drug, that can be sniffed or smoked instead of injected.

Depressants are drugs used medicinally to relieve anxiety, irritability, and tension. There is a high potential for depressant abuse, and, if combined with alcohol, their effects are heightened and risks multiplied.



Drug use is associated with a variety of negative consequences, including personality changes, irritability, low self-esteem, depression, general lack of interest, schizophrenic and psychotic behaviour, hostile and aggressive behaviour, violence, often for no apparent reason, periods of severe mental and emotional disturbance, and possible permanent mental illness, and potentially permanent damage to brain, liver, kidneys and heart.

Consulting a physician to rule out[6] physical causes of the warning signs is a good first step, which should often be followed by a comprehensive evaluation by a psychiatrist or mental health professional.

Parents can help through early education about drugs, open communication, good role modelling, and early recognition if problems are developing. It is important to match treatment settings, interventions, and services to each individual's particular problems and needs. Each person is different and the amount of time in treatment will depend on his/her problems and needs. Counselling[7] and other behavioural therapies are critical components of effective treatment.

In therapy teens look at issues of motivation, build skills to resist drug use, replace drug-using activities with constructive and rewarding behaviours and improve problem-solving skills. Strong motivation can facilitate the treatment process.

Recovery from addiction can be a long-term process and frequently requires multiple episodes of treatment. Participation in self-help support programmes during and following treatment is often helpful in maintaining abstinence.

(Adapted from *Focus Adolescence Services*)

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a drug?
2. Why are some drugs illegal?
3. Why do many teens use drugs?
4. What do many teenagers ignore about drugs?
5. Which teenagers are particularly at risk for developing drug problems?
6. What are inhalants?
7. Why are heroin consumers increasing?
8. What are depressants? Why can they become particularly harmful?
9. What are the main consequences of drug use?
10. How long does treatment generally last?

VOCABULARY

Match each term with its definition.

1 Chemical	A *The organ inside your head that controls how you think, feel and move.*
2 Inhalant	B *The practice of not having something you enjoy.*
3 Brain	C *A doctor trained in the treatment of mental illnesses.*
4 Depression	D *The process of getting better after an illness.*
5 Psychiatrist	E *A drug that you breathe.*
6 Therapy	F *A medical condition that makes you anxious and unhappy.*
7 Recovery	G *A substance produced by a chemical process.*
8 Abstinence	H *The treatment of an illness over a fairly long period of time.*

WRITING

Write sentences which have the same meaning as the following.

1 The group of 'illegal drugs' includes dangerous chemicals that have only toxic actions.

.....

.....

2 Adolescence is a time for trying new things.

.....

.....

3 Depressants are drugs used medicinally to relieve anxiety, irritability, and tension.

.....

.....

4 Strong motivation can facilitate the treatment process.

.....

.....

ACTIVITIES

CLOZE EXERCISE

Read the following short text on teens and addiction and fill in the gaps with the following words: **consequences · abuse · mood · drugs · adults · health · fun · behaviour · parents · addicted · changes · users.**

TEENS AND ADDICTION

Teenagers are more likely to be exposed to drugs and alcohol than ..... 1. Most teens don't start using drugs expecting to develop a substance ..... 2 problem, and see their drug use as a casual way to have ..... 3, ignoring the negative effects that are a result of this use and abuse of alcohol and other ..... 4.

One of the consequences of drug and alcohol abuse is addiction. Most teens don't realise that they will become ..... 5, and simply use drug and alcohol to have a good time. However, addiction to drugs and alcohol can result in some pretty undesirable ..... 6 such as ..... 7 problems, behavioural problems, alienation of family, and a loss of interest in hobbies, school, or work.

Substance abuse and addiction can greatly alter ..... 8 and can also destroy friendships, as teens begin to move away from old friends who don't approve of their drug use and begin to associate with fellow drug ..... 9 who will encourage and support one other's drug use.

Since it is unlikely that teens will want to stop using drugs, it is important for ..... 10 and friends to look for signs of drug use in their loved ones. The sooner you can recognise that your child or your friend is abusing alcohol or other drugs, the sooner you can seek help. If you notice ..... 11 in behaviour and ..... 12 and changes in friends, or depression your teen may have a problem with substance abuse.

FIND THE TOPIC

Read the following short article on self-esteem and then match each section with the topics below.

A Where self-esteem comes from
B Lack of self-esteem as a cause of many problems
C What can we do to nurture teens' self-esteem
D The self-esteem lie
E Protecting teens' feelings

THE TRUTH ABOUT SELF-ESTEEM. DEVELOPING CAPABLE, CONFIDENT CHILDREN AND TEENS.

1 .....

Self-esteem deficits have been blamed for everything from poor academic achievement to anger problems and violence.

2 .....

Positive self-regard comes from feeling capable and confident. Feeling capable and confident, naturally, comes from reaching some measure of success or achievement. To put it simply, teens feel good about themselves when they master or accomplish something. In turn, these confident feelings encourage further achievement, and so on.

ACTIVITIES

3 .....

Many self-esteem 'programmes' advocate encouraging teens to feel positive about themselves based on little more than the empty words. Platitudes such as 'You're special!' and 'You're great just as you are!' attempt to build up teens' egos without the expectation of any self-improvement or growth. Without ties to any real accomplishment, the praise is hollow, and teens know it. Further damage is done when teens internalise that message to mean, 'if they tell me I'm wonderful and I haven't even done anything, maybe that means they don't think I CAN do anything'. Or worse, 'if I'm already great, why should I try something I might not be able to do and risk looking incompetent?'.

4 .....

There is also a common belief that teens should be protected from all measure of bad experiences or feelings. The idea is that if a child doesn't make the team (or win first prize, or get invited to the birthday party, or get straight A's) that it will damage his or her self-esteem. The fact is that this kind of 'protection' merely robs children of the opportunity to learn to cope with problems, failure and disappointment.

5 .....

Praise children for effort and accomplishment, not just for existence. Make your praise mean something. Help children develop the coping skills to work through them. Encourage them to try the unknown even if it means risking failure, and support their efforts.

(Adapted from *Suite 101*)

CLOZE EXERCISE

11

While reading the following text about the main types of illegal drugs fill in the gaps with the following words: **brain · love · marijuana · 1938 · magic · stimulant · oldest · sugar · ecstasy · death · stimulate · cigars · smoked · nervous · opium · flowers · reality · liquid.**

TYPES OF DRUGS

Illegal drugs generally fall under three main categories:

- *depressants;*
- *stimulants;*
- *hallucinogens.*

Depressants

Examples include:

- heroin and other opium derivatives;
- cannabis (three main forms are ..... 1, hashish and hash oil);
- GHB (Gamma Hydroxy Butyrate).

These drugs slow down the activity in all parts of the central ..... 2 system.

Stimulants

Examples include:

- amphetamines;
- cocaine;
- methylamphetamines.

These drugs ..... 3 the central nervous system.

ACTIVITIES

Hallucinogens

Examples include:

– lysergic acid diethylamide (also called LSD);
– ..... 4 mushrooms;
– MDMA (also called Ecstasy);
– phencyclidine.

These drugs alter your sense of ..... 5 and this may result in experiencing hallucinations.

Among the most popular types of drugs are heroin, marijuana and cocaine.

Heroin is a highly addictive and rapidly acting opiate produced from morphine, a component of ..... 6. Opium is a naturally occurring substance that is extracted from the seedpod of the opium poppy. Heroin is injected, sniffed, or ..... 7. Both new and experienced users risk overdosing on heroin because it is impossible for them to know the purity of the heroin they are using. (Heroin sold on the street often is mixed with other substances such as ..... 8, starch, or quinine. An added risk results when heroin is mixed with poisons such as strychnine.) Heroin overdoses – which can result whether the drug is sniffed, smoked, or injected – can cause slow and shallow breathing, convulsions, coma, and even ..... 9.

Marijuana is a green or gray mixture of dried, shredded ..... 10 and leaves of the hemp plant *Cannabis sativa*. It is usually smoked as a cigarette (called a *joint* or a *nail*) or in a pipe or bong. In recent years, marijuana has appeared in blunts, which are ..... 11 that have been emptied of tobacco and refilled with marijuana, often in combination with another drug, such as crack.

Cocaine is a powerfully addictive stimulant that directly affects the ..... 12. Cocaine has been labelled the drug of the 1980s and 1990s, because of its extensive popularity and use during this period. However, cocaine is not a new drug. In fact, it is one of the ..... 13 known drugs. The pure chemical, cocaine hydrochloride, has been an abused substance for more than 100 years, and coca leaves, the source of cocaine, have been ingested for thousands of years.

Many teens and young adults enjoy all-night dance parties known as 'raves' and increasingly encounter more than just music. Dangerous substances known collectively as club drugs – including ..... 14, GHB, and Rohypnol – are gaining popularity. These drugs aren't 'fun drugs' at all, since they may cause permanent brain damage.

LSD (lysergic acid diethylamide) is one of the major drugs making up the hallucinogen class. LSD was discovered in ..... 15 and is one of the most potent mood-changing chemicals. It is manufactured from lysergic acid, which is found in ergot, a fungus that grows on rye and other grains. LSD, commonly referred to as 'acid', is sold on the street in tablets, capsules, and, occasionally, ... 16 form. It is odourless, colourless, and has a slightly bitter taste and is usually taken by mouth.

MDMA is a synthetic, psychoactive drug with both ..... 17 and hallucinogenic properties. Street names for MDMA include Ecstasy, Adam, XTC, hug, beans, and ..... 18 drug. Its chemical structure (3-4 methylenedioxymethamphetamine, 'MDMA') is similar to methamphetamine, methylenedioxyamphetamine (MDA), and mescaline – other synthetic drugs known to cause brain damage.

Eating Disorders

Eating disorders involve serious disturbances in eating behaviour, such as extreme reduction of food intake[1] or severe overeating, as well as feelings of distress or extreme concern[2] about body shape or weight.

Eating disorders frequently develop during adolescence.

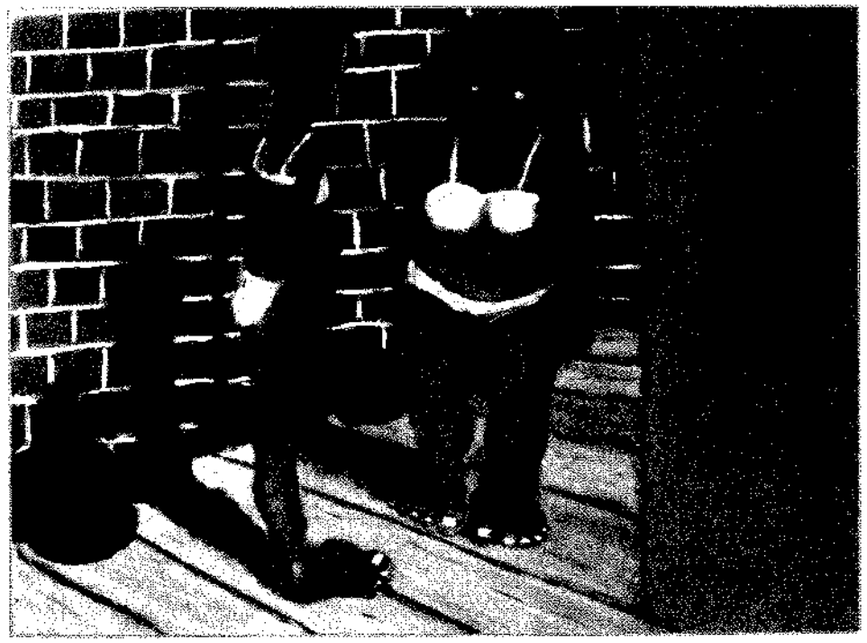
Anorexia, bulimia, and binge eating[3] disorder are on the increase especially among teenage girls and young women.

Anorexia is characterised by self-starvation[4] and excessive weight loss. Symptoms of anorexia include:

- refusal to maintain body weight at or above minimally normal weight for height, body type, age, and activity level;
- intense fear of weight gain[5] or being 'fat':
- feeling 'fat' or overweight despite dramatic weight loss;
- loss of menstrual periods.

A teenager with anorexia is typically a perfectionist and a high achiever[6] in school. Desperately needing a feeling of mastery over her life, the teenager with anorexia experiences a sense of control only when she says 'no' to the normal food demands of her body. This often reaches the point of serious damage to the body and, in some cases, may lead to death.

Bulimia is characterised by a secretive cycle of binge eating followed by purging.[7] Bulimia includes eating large quantities of food in short periods of time, then getting rid of the food through vomiting, laxative abuse, or over exercising.



12

13

clog

1 the amount of food that you take into your body
2 worry
3 eating too much in a short period of time
4 suffering or death caused by lack of food
5 increase
6 someone who is successful because they are determined and work hard
7 taking a substance that makes your bowels empty

8 becoming larger and rounder than normal
9 reduction
10 putting something in a place where it cannot be seen or found
11 happening quite often, but not regularly
12 periods during which someone does not eat
13 make something happen very quickly

Common symptoms of bulimia include:

- repeated episodes of bingeing on high-caloric food;
- feeling out of control during a binge and eating beyond the point of comfortable fullness;
- purging after a binge;
- frequent dieting, with binges alternating with severe diets;
- extreme concern with body weight and shape;
- sore throat and painless swelling[8] of the cheeks from vomiting.

The purging of bulimia presents a serious threat to the patient's physical health, including dehydration, hormonal imbalance, the depletion[9] of important minerals, and damage to vital organs.

Binge eating disorder (also known as Compulsive Overeating) is characterised primarily by periods of uncontrolled impulsive, or continuous eating beyond the point of feeling comfortably full.

Symptoms of binge eating include:

- eating large amounts of food when not physically hungry;
- rapid eating;
- hiding[10] of food because the person feels embarrassed about how much he or she is eating;
- feelings of disgust, depression, or guilt with overeating.

This disorder is different from bulimia because people with binge eating disorder usually do not purge afterward by vomiting or using laxatives. While there is no purging, there may be sporadic[11] fasts[12] or repetitive diets and often feelings of shame and self-hatred after a binge. Up to half of all people with binge eating disorder have a history of depression. Sadness, anger, anxiety or other negative emotions can trigger[13] a binge episode.



Impulsive behaviour and certain other psychological problems (such as obsessive-compulsive behaviour, substance abuse, and **personality disorder**) may be more common in people with binge eating disorder. Without treatment, up to twenty percent of people with serious eating disorders die. With treatment, the mortality falls to two to three percent. Mental health professionals that specialise in working with adolescents are trained to evaluate, diagnose, and treat these psychiatric disorders. Eating disorders frequently co-occur with depression, substance abuse, and anxiety disorders, and it is important to recognise and get appropriate treatment for these problems as well. Treatment for eating disorders usually requires a team approach, including individual therapy, family therapy, working with a primary care physician, and working with a nutritionist. Hospitalisation may be necessary if there is significant weight loss, low blood pressure, cardiac dysfunctions, dehydration, or severe depression. If the hospital is not exclusive to the treatment of eating disorders, the individual should then be transferred to a residential treatment centre specialising in eating disorders that addresses underlying psychological issues and provides a safe, secure, loving, and supportive environment.

(Information from the *National Eating Disorders Association* and the *American Academy of Child & Adolescent Psychiatry)*

Personality disorders are mental illnesses like paranoia or schizophrenia.



KEYWORDS

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What are eating disorders?
2. Who are especially affected by eating disorders?
3. What do people who suffer from anorexia fear?
4. Why do teenagers who suffer from anorexia refuse food?
5. Why is anorexia a very serious illness?
6. What does bulimia consist of?
7. What are the most common symptoms of bulimia?
8. How does the binge eating disorder manifest itself?
9. What is the main difference between bulimia and binge eating disorder?
10. Why is treatment essential for eating disorders?
11. Which other disorders often co-occur with eating disorders?
12. When is hospitalisation necessary?

VOCABULARY

Explain in your own words the meaning of the following terms.

1. Overeating .....
2. Body shape .....
3. Excessive .....
4. Perfectionist .....
5. Amounts .....
6. High-caloric food .....
7. Self-hatred .....
8. Treatment .....
9. Mortality rate .....
10. Nutritionist .....

WRITING

Write sentences which have the same meaning as the following.

1. Eating disorders frequently develop during adolescence.

   .....

2. A teenager with anorexia is typically a high achiever in school.

   .....

3. Without treatment, up to twenty percent of people with serious eating disorders die.

   .....

ACTIVITIES

SCRAMBLED SENTENCES

The following sentences go together to form the first part of an article on fashion models and teenage anorexia. Working in small groups put them into the right order.

MODELS LINK TO TEENAGE ANOREXIA (FIRST PART)

1. It is the first time that BMA has acknowledged such a link.
2. Schools are also encouraged to stamp out teasing of overweight pupils, and to encourage them to take part in sport.
3. The media's obsession with painfully thin fashion models has contributed to the growth in eating disorders among young girls, according to the British Medical Association.
4. The report calls for urgent action to reduce the pressure on young women to be thin, asking publishers in particular to be more responsible.
5. A report by the association identifies a link between the images of 'abnormally thin' models which dominate TV and magazines, and the rise in conditions such as *anorexia nervosa* and bulimia.
6. There are an estimated 60,000 people in Britain with eating disorders. Nine out of ten are female.
7. The association asks for 'more realistic body shapes' to be featured in a bid to cut the number of women dying from the so-called 'slimming' diseases.

LISTENING



And now listen to the second part of the article and fill in the blank spaces.

MODELS LINK TO TEENAGE ANOREXIA (SECOND PART)

According to the British Medical Association report, the gap between the ideal body ..... 1 and the reality is wider than ever. Nicky Bryant, from the Eating Disorders Association, said several studies had shown that ..... 2 portrayals of a thin ideal put pressure on youngsters. She said: "We have noticed an alarming increase in the numbers of young people aged ..... 3 or under contacting our youth helpline with issues around eating". Ms Bryant said eating disorders were linked to deep-rooted ..... 4 disorders. Women's ..... 5 have been under attack for years, accused of promoting unrealistic body images of exceptionally ..... 6 models.

Editor of *Vogue*, Alexandra Shulman, defended her publication's position in the light of the British Medical Association findings. "All we are doing is showing ..... 7 of women we regard as interesting or beautiful or fashionable. But we are not actually saying you have to be like this."

Premier, the London-based model ..... 8 which represents supermodels Naomi Campbell and Claudia Schiffer, said women who bought ..... 9 magazines featuring thin models were as much to blame as the editors and advertisers who used them.

"It is a supply and demand thing – advertisers, magazines and agencies supply the image that consumers want to see. Statistics have repeatedly shown that if you stick a beautiful skinny girl on the cover of a magazine you sell more ..... 10."

(Adapted from *BBC News*)

THE WORLD OF PAINTING

A portrait is a painting, photograph, or other work of art that has a person as its main subject.

Portrait artists can simply give you the details of the physical appearance of the person in the portrait, but they might also try to tell you more complex things – such as what they do and what they are like.

Portraits are powerful because they connect us directly with their subjects, bringing us face to face with another person.

How to describe a painting

- Portrait: representation of a person or group of people.
- Sitter(s): the person (or people) who is (are) shown in a portrait.
- Facial Expression: the way the different parts of the face work together to show emotion.
- Gestures: what the sitter does with his or her hands.
- Posture: the position of the body.
- Setting: the place or environment in which the sitter is shown.
- Attire: the clothing the person in the portrait is wearing.
- Props: the things the sitter is holding or is surrounded by.

Johannes Vermeer
(1632-1675)



He was a Dutch painter born in Delft in 1632. Only 35 of his canvases have survived, and none appears to have been sold. With a few exceptions, including some landscapes, street scenes, and portraits, Vermeer painted sunlit domestic interiors in which one or two figures are shown engaged in reading, writing, or playing musical instruments.

He was a master of composition and space representation and he recorded the effects of light with a subtlety, delicacy and purity of colour that probably have never been surpassed. He died in 1675.

The World of Painting



Tamara de Lempicka (1898-1979)
Born in Poland in 1898, she fled to Paris during the Russian Revolution and took up art to earn a living.
Her strong use of colour, and sharp edged forms produced very solid, powerful figures.
Her clear, strong style (sometimes called Soft Cubism) earned her a place at the top of the Art Deco movement, an architectural and decorative art style, popular from 1910 to 1940, that was characterised by highly stylised natural and geometric forms and ornaments, usually strongly symmetrical.
She died in 1979.

PAINTING ANALYSYS

Look at the two portraits and say in which century you think the two portrayed girls lived. Justify your inferences. Would you define them 'conventional' portraits? Why/why not? Then, answer the following questions for each picture.

1 Is the girl looking at the viewer or at someone/something outside the picture?

.....
.....

2 How would you describe the expression on the girl's face?

.....
.....

3 Is she standing or sitting? Is she shown in full figure or close up?

.....
.....

4 What is the girl wearing?

.....
.....

5 To what social classes do you think she belongs? Why?

.....
.....

The World of Painting

6 What can you see in the background?

.....
.....

7 How has the artist used lighting and colour in each portrait?

.....
.....

8 Does the girl fill the frame or seem part of a larger scene?

.....
.....

9 What is the focal point in each portrait?

.....
.....

TEXT COMPLETION

And now complete the following description of Vermeer's painting technique with the following words: **meticulously** - **artist** - **surface** - **white** - **transparent** - **suggested.**

In the mid-1660s, when the *Girl with a Pearl Earring* was most likely painted, the ..... 1 of Vermeer's paintings had an almost levigated effect. Contours were suffused, especially in the shadows, and the objects appeared ..... 2 by subtle manipulation of tonal values rather than being ..... 3 described. Paint layers were generally applied thinly and it is likely that the ..... 4 employed glazing, a particular painting technique which makes use of a layer of ..... 5 paint over an opaque layer.
The flesh tone of the girl with a pearl earring, which is surrounded by the absolute black of the background and pure ..... 6 of the collar, vibrates against the brilliant ultramarine blue of the turban.

WRITING

Write a friendly letter to one of the sitters asking about her life.

SPEAKING

Which of the two girls better embodies your own personality? Why?

grammar practice

AZIONI NEL PASSATO

Per parlare di azioni collocate interamente nel tempo passato, l'inglese ricorre al *Simple Past*. In questo caso il verbo è spesso accompagnato da espressioni e avverbi temporali riferibili ad un momento trascorso come *yesterday, last week, an hour ago*, ecc.

- Il *Simple Past* dei verbi regolari si forma aggiungendo *-ed* alla forma base del verbo. Se il verbo termina già in *-e* si aggiunge solo *"d"*.

  Es. I watched TV last night. → *Ieri sera ho guardato la TV.*
  She arrived late. → *È arrivata (arrivò) tardi.*

  I verbi terminanti in *-y*, mutano la *"y"* in *"i"* prima di aggiungere *-ed* solo se la *"y"* è preceduta da consonante: *study* → *studied.*
  La *-y* finale rimane invece invariata qualora sia preceduta da vocale: *play* → *played.*

  Inoltre, i verbi monosillabici terminanti in consonante preceduta da una sola vocale raddoppiano la consonante prima di aggiungere *-ed*: *stop* → *stopped.*
  Se invece le vocali sono due, la consonante finale non viene raddoppiata: *clean* → *cleaned.*

- Il *Simple Past dei verbi irregolari*, invece, corrisponde alla seconda voce del loro paradigma: *go – went – gone* → andare

  Es. I went to Naples last Sunday. → *La scorsa domenica andai a Napoli.*

Per la forma interrogativa e negativa, sia i verbi regolari sia quelli irregolari ricorrono all'uso dell'ausiliare *did*, mentre il verbo ritorna alla forma base.

Es. Did you study English yesterday? → *Hai studiato inglese ieri?*
I didn't go to school last Saturday. → *Sabato scorso non andai a scuola.*

Ecco lo schema di coniugazione del *Simple Past:*

FORMA AFFERMATIVA	FORMA NEGATIVA	FORMA INTERROGATIVA
I LIVED	I (DID NOT) DIDN'T LIVE	DID I LIVE?
YOU LIVED	YOU DIDN'T LIVE	DID YOU LIVE?
HE/SHE/IT LIVED	HE/SHE/IT DIDN'T LIVE	DID HE/SHE/IT LIVE?
WE LIVED	WE DIDN'T LIVE	DID WE LIVE?
YOU LIVED	YOU DIDN'T LIVE	DID YOU LIVE?
THEY LIVED	THEY DIDN'T LIVE	DID THEY LIVE?

- Un'altra forma verbale che si riferisce al tempo passato è il *Past Continuous* (*Simple Past* del verbo *to be* + forma in *-ing*). Il *Past Continuous* si usa per esprimere:

  • un'azione continuata nel passato, di cui non si specifica né l'inizio, né la fine:
  Es. Yesterday, at two o'clock, I was having lunch. → *Ieri, alle due, stavo pranzando.*

  • due azioni continuate nel passato che si svolgono contestualmente:
  Es. While my mother was making a cake, I was listening to music. → *Mentre mia madre faceva una torta, io ascoltavo la musica.*

  • un'azione continuata nel passato interrotta da un'azione puntuale (quest'ultima al *Simple Past*):
  Es. I was doing my homework when the telephone rang. → *Stavo facendo i compiti quando squillò il telefono.*

EXERCISE *Put the following sentences into the Simple Past.*

1. He plays cards with his friends every Sunday night. .....
2. They listen to the radio every afternoon. .....
3. Do you always wake up early? .....
4. They never buy fish because it is too expensive. .....
5. Does your sister have lunch with you on Monday? .....
6. They play tennis every Sunday. .....

EXERCISE *Make these sentences negative and interrogative.*

1. Nora arrived at school late yesterday.
   (n) .....
   (i) .....
2. They opened a new shop.
   (n) .....
   (i) .....
3. You were ill last week.
   (n) .....
   (i) .....
4. They left with the 8.00 o'clock train.
   (n) .....
   (i) .....
5. They cooked lunch.
   (n) .....
   (i) .....
6. We called her.
   (n) .....
   (i) .....

7 Mr O'Brien had dinner with his son last night.

(n) .....

(i) .....

8 They had to leave immediately.

(n) .....

(i) .....

9 Tom spent his summer holidays in Greece.

(n) .....

(i) .....

10 He booked a hotel in the city centre.

(n) .....

(i) .....

EXERCISE *Make sentences using the Simple Past and the Past Continuous.*

1 What – they – do – when – you – arrive?

.....

2 Henry – read a book – when – it – start – to snow

.....

3 My mother – clean – when – my father – arrive

.....

4 Alison – ski – when – she – fall

.....

5 What – you – read – when – they – arrive?

.....

EXERCISE *Translate the following sentences.*

1 Cosa hai mangiato ieri sera?

..... ?

2 Ann stava facendo una doccia quando sentì uno strano rumore.

.....

3 Mentre ascoltavo la radio, mio fratello leggeva un libro.

.....

4 Ieri sera ho visto un film molto bello alla TV.

.....

5 Cosa facevi ieri alle tre del pomeriggio?

..... ?

6 Quando sei nato?

..... ?

7 Cosa avete fatto ieri sera?

..... ?

8 La scorsa settimana non sono andata al lavoro perché stavo male.

.....

9 Hai visto Simon ieri al cinema?

..... ?

10 Quando mi telefonò stavo lavando i piatti.

.....

EXERCISE *Read the following information and write a short biography of the American writer Ernest Hemingway. Use the Simple Past.*

- Born in Illinois in 1899.
- His father is a surgeon.
- After finishing high school, he joins the American Forces on the Italian front as an ambulance driver.
- During an action he is wounded.
- After World War I he goes back to the United States.
- He suffers from insomnia as he can't forget the war experience.
- He begins to write short stories but no publisher accepts them. He also works as a reporter.
- In 1922 he is sent to Paris by a Canadian newspaper.
- In 1926 he publishes his first novel, *The Sun Also Rises.*
- During World War II he works as a war correspondent in many countries.
- The subjects of his novels relate to his experiences.
- In 1940 he publishes *For Whom the Bell Tolls*, a novel set during the Civil War in Spain.
- He soon becomes a living legend.
- Then he moves to Havana, Cuba.
- His last great novel is *The Old Man and the Sea*, published in 1952.
- His last years are dominated by anxiety.
- One night in July, 1961, he kills himself.

EXERCISE *Read the following text and fill in the blanks with the simple past of the verbs below.*

make · **stay** · **spend** · **approach** · **get up** · **notice** · **be** · **disappear** · chat · **become** · **say** · **recognise** · **speak** · **come** · **smile** · **answer** · **tell** · **see** · **wear** · **ask** · **think** · **hear** · **go**

THE FRENCHMAN

The first time I ..... 1 to Africa I ..... 2 some days in a natural game reserve on the eastern coast of Lake Victoria.

The landscape ..... 3 wonderful: green, wooded hills, a lot of acacias, immense moorlands crossed by every kind of wild animal. It was summer and sometimes the sky suddenly ..... 4 cloudy and I could hear distant thunder: the animals ..... 5 all at once and though it didn't rain, the atmosphere was strangely stormy. I liked all that, it ..... 6 me feel part of the natural world.

I ..... 7 in a camping lodge and the first night I was a little scared when I ..... 8 roarings and other sinister sounds.

The people who stayed at the lodge ..... 9 from different parts of the world. One day, while I was having my breakfast, I ..... 10 a man sitting at a table in the corner of the terrace. He was writing. He ..... 11 a white jacket and a white Panama hat. I ..... 12 he was quite elegant and perhaps a bit inappropriate in such a place. Anyway I couldn't help looking at him. When he ..... 13 I ..... 14 the waiter for information about him. The waiter ..... 15 he was a Frenchman: he didn't know anything else.

I don't know why but in that very moment I decided I wanted to know something more about him. In the late afternoon people used to gather in the terrace to have their tea, looking at the animals which came closer to the lake to drink. The Frenchman was sitting at the same table as in the morning. He was reading. I ..... 16 him and asked him if he was not interested in that natural scenery. He ..... 17 and ..... 18 he had been looking at the animals all night long. He was not very young but his eyes had a bright light and his way of speaking was very charming. I asked him what his job was and he answered smiling: "Travelling". From that day on we usually ..... 19 on the terrace till late in the night. He ..... 20 me the wonderful memories and the extraordinary experiences of his life spent in far-away places. I was completely absorbed by his stories.

Before leaving he left me an Egyptian scarab as a lucky charm: he said it had belonged to a Pharaoh.

One year later when I was at home, I ..... 21 his picture in the newspaper. Though I didn't know his name I ..... 22 at once. All the first page ..... 23 of him as "The greatest contemporary French writer". He had just been awarded the Nobel prize for his latest book.

MODULE

Old Age

3

OBJECTIVES

IN THE FOLLOWING MODULE YOU WILL LEARN ABOUT:
- HOW TO COPE WITH OLD AGE;
- THE DECLINE OF BODILY FUNCTIONS IN OLD AGE;
- OLD AGE ILLNESSES AND IMPAIRMENTS;
- NURSING HOMES;
- OLD AGE AND QUALITY OF LIFE.

YOU WILL ALSO LEARN HOW TO WRITE A NEWSPAPER ARTICLE. FINALLY, YOU WILL REVISE THE USE OF PRESENT PERFECT.



1 Introduction
2 Coping with Old Age
3 An Ageing Body
4 Nursing Homes
5 Old Age and Quality of Life
6 The World of Painting

GRAMMAR PRACTICE

Il passato prossimo

WEBBOOK LIBRO MISTO CON MATERIALI ON-LINE san marco **Web Extension**

14 Free from Responsibility
15 An Unconventional View of Ageing
16 Old Age 'is No Bar to Sharp Mind'
17 Pet Therapy
18 Nursing Home Checklist
19 One in Five Elderly People Skip Meals To Save Money
20 The World of Painting

Introduction



Ageing is a process of gradual and spontaneous change, resulting in maturation through childhood, puberty, and young adulthood and then decline of many bodily functions through middle and late age. Ageing is a continuous process that begins at birth and continues throughout all stages of life. It involves both the positive component of development and the negative component of decline. There is no specific age at which a person becomes 'elderly'. Traditionally, age 65 has been so designated because it is the age at which people in industrialised societies generally leave the work force, though this is changing.

The average life expectancy of people in the Western world has been increasing dramatically over the past century. Although many think this increase in longevity can be attributed to the significant decrease in childhood mortality, life expectancy at every age beyond 40 has also increased dramatically. Despite the increase in average life expectancy, the maximum life span – the oldest age to which people can live – has changed little since records have been kept.

Several factors influence longevity. One is heredity, which primarily influences whether an individual will contract a disease. For example, inheriting an increased risk of developing high cholesterol levels is likely to result in a shorter life, whereas inheriting genes that protect against heart disease and cancer can help to ensure a longer life. Another important influence on longevity is lifestyle; avoiding smoking, avoiding drug and alcohol abuse, maintaining a healthy weight and diet, and exercising appropriately help people avoid disease. Exposure to environmental toxins can shorten life expectancy even among people with the most robust genetic make-up. Medical care contributes to increased survival by preventing or treating diseases after they are contracted, especially when the diseases (for example, infectious diseases, cancer) are cured.

Many changes occur with age as a result of biologic, psychologic, and environmental factors as well as of lifestyle choices. This process is generally known as senescence. It is often difficult to separate the aspects of senescence that are purely biologic, and thus to be expected and difficult to avoid, from those that are non-biologic, and thus preventable.

Though normal ageing generally implies a complex of diseases and impairments,[1] people who age successfully may maintain an active healthy life until death and are said to have died of old age. In addition, people who age successfully do not experience many of the unwanted features of ageing.

There is nothing inherently problematical about growing old. And yet in most nations of the world, old age is increasingly considered a 'social problem'.

As we all must age and eventually die, any cultural belief system that cannot provide security and self-esteem for those who reach the conclusion of life's natural cycle is obviously doomed to failure. Besides, being life's culmination stage, the meaning we attribute to old age shapes the very meaning of the entire human life.

Nowadays we can expect to live longer than in the past. However, three quarters of people aged 65 and over report living with a major illness. This happens because, as people age, they are more susceptible to a series of illnesses, some of the most common including arthritis, Alzheimer's disease, osteoporosis, strokes and other cardiac conditions.

Gerontology is the study of ageing. Geriatrics is the branch of medicine that specialises in the care of older people. A number of disorders occur almost exclusively in older people and are sometimes called geriatric syndromes or geriatric diseases. Other disorders that affect people of all ages may cause different symptoms or complications in older people.

Although some memory loss comes with old age, recent studies have indicated that older people may devise memory strategies that will overcome some of the effects of ageing on memory behaviour.

According to these studies intelligent people who stay mentally active into their 60s and beyond can improve their memories.

Efficient use of memory strategies developed during adulthood may compensate for biological ageing effects, such as generalised slowing of mental functions.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is ageing?
2. When is a person considered 'elderly'?
3. Which factors influence longevity?
4. What do we mean by 'maximum life span'?
5. To what extent can lifestyle influence longevity?
6. What is senescence?
7. Is 'old age' a social problem?
8. What is gerontology?
9. What are geriatric diseases?
10. Is memory loss inevitable in old age?

VOCABULARY

Find in the text the English equivalents of the following Italian words and expressions.

1. invecchiamento .....
2. aspettativa di vita .....
3. longevità .....
4. mortalità .....
5. ereditarietà .....
6. stile di vita .....
7. tossine .....
8. geriatria .....

abc

1 a condition in which a part of a person's mind or body is damaged

ACTIVITIES

WRITING

Write sentences which have the same meaning as the following.

1. Ageing is a continuous process that begins at birth and continues throughout all stages of life.

.....

.....

2. The average life expectancy of people in the Western world has been increasing dramatically over the past century.

.....

.....

.....

3. However, three quarters of people aged 65 and over report living with a major illness.

.....

.....

4. Efficient use of memory strategies developed during adulthood may compensate for biological ageing effects.

.....

.....

.....

SPEAKING

The following are famous quotes on the subject matter 'old age'. Read them aloud and explain the meaning of each of them. Then say if you agree with the authors and explain your point of view.

'The spiritual eyesight improves as the physical eyesight declines.' (Plato)

'Age is a matter of feeling... not of years.' (George William Curtis)

'As a man grows older it is harder and harder to frighten him.' (Jean Paul Richter)

'None are so old as those who have outlived enthusiasm.' (Henry David Thoreau)

'We don't stop playing because we grow old; we grow old because we stop playing.' (George Bernard Shaw)

'If youth knew; if age could.' (Henri Estienne)

1.1 The Twilight of Life

As a fundamental stage of human life, old age has always been the subject matter of many literary works throughout the world.

Such moral qualities and virtues as wisdom, common sense, and calmness are conventionally associated to old people; besides, vulnerability, fragility, and, in some cases, alienation, seem to be inevitably linked to the condition of being old, which according to a well-known metaphor is generally depicted as the twilight of life.

As people grow older, they seem to feel less confident about the matter of ageing. Fear sometimes overcomes them, driving them to a feeling of frustration about their condition.

Many poets have described what they think about ageing, with or without going through such an experience. In *The Old Men Admiring Themselves in the Water*, W.B. Yeats describes tired and defeated old men with vividness of image and language. The

repetition of the word 'old' creates a weariness of tone which reinforces the general atmosphere of decay of the whole poem.

On the contrary, in the poem *Beautiful Old Age*, D.H. Lawrence tells us that old age can be beautiful but only if one has lived a truthful life. Only in that case, one can enjoy the peace and the wisdom of old age.

The Old Men Admiring Themselves in the Water
(from W.B. Yeats, *In the Seven Woods*, 1903)

I heard the old, old men say,
'Everything alters,[1]
And one by one we drop away.'[2]
They had hands like claws,[3] and their knees
Were twisted[4] like the old thorn-trees
By the waters.
I heard the old, old men say,
'All that's beautiful drifts[5] away
Like the waters.'



What kind of images do you generally associate with water?

elog

1 changes
2 fall
3 sharp curved nails of animals
4 distorted
5 moves slowly

William Butler Yeats (1865-1939). This Irish poet and dramatist is considered one of the key figures of 20th century literature. His father and brother were painters, and he also studied art, but he was attracted by the literary circles of the time. He soon developed an interest in Eastern mysticism and occultism which greatly influenced his work. His Irishness was not only revealed by his use of Celtic themes but also by his involvement with the Irish freedom movement. He was one of the leaders of the Irish Dramatic Revival, an attempt to revive the myths and history of the Celtic culture. Together with Lady Augusta Gregory he founded the Irish Literary Theatre and the Abbey Theatre. His career as a poet extended for over fifty years during which his style changed. In 1923 he was awarded the Nobel Prize.



Beautiful Old Age
(from D.H. Lawrence, *Pansies: Poems*, 1929)

It ought to[1] be lovely to be old
to be full of the peace that comes of experience
and wrinkled ripe fulfilment.
The wrinkled smile of completeness that follows a life
lived undaunted[2] and unsoured with accepted lies.
If people lived without accepting lies
they would ripen like apples, and be scented like pippins[3]
in their old age.
Soothing,[4] old people should be, like apples
when one is tired of love.
Fragrant like yellowing leaves, and dim[5] with the soft
stillness and satisfaction of autumn.

elog

1 should
2 not afraid of continuing to try to do something in spite of difficulties
3 small sweet apples
4 making someone feel calmer
5 fairly dark

What do you think old age should be like? And what is like in your view?
Is there a difference between your expectations and reality?

And a girl should say:
It must be wonderful to live and grow old.
Look at my mother, how rich and still she is!
And a young man should think: By Jove
my father has faced all weathers, but it's been a life!



David Herbert Lawrence (1885-1930). He was the fourth son of an illiterate English coal miner and an ex-school teacher. Though he had a somewhat irregular education, he qualified as a teacher in 1908. Two years later, however, he was forced to give up teaching because of illness. In 1914 he married a divorced German lady and spent the second part of his life in extensive travels, first in Europe and then in Mexico and Australia. He was a gifted writer both of fiction and poetry, althoug he is best known for his novels, among which *Sons and Lovers* (1913), *The Rainbow* (1915), *Women in Love* (1920) and *Lady Chatterley's Lover* (1928). Although his work does not present the formal innovations of other Modernist novels, it is nonetheless revolutionary in its view of human life as part of a natural cycle, and in its realistic way of treating the relations between the sexes.

ACTIVITIES

READING COMPREHENSION

Answer the following questions about the two preceding poems.

THE OLD MEN ADMIRING THEMSELVES IN THE WATER

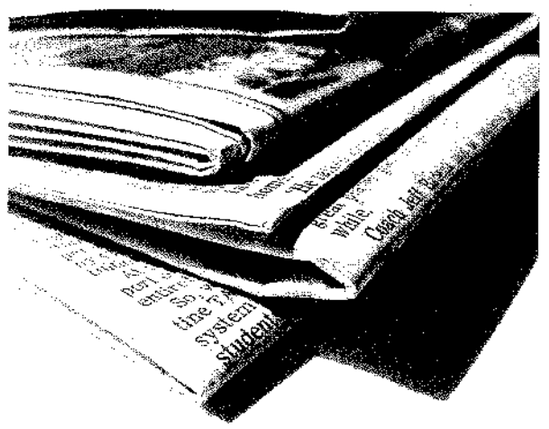
1. What are the old men doing in this poem?
2. What do they look like?
3. What is beauty compared to in the final lines? Why?
4. What similes are employed by the poet?
5. What connotation do the similes used to describe the old men have?
6. Is there a rhyme scheme in the poem?
7. Can you find any other phonological figures?
8. Are any words repeated? If so, what is the effect of these repetitions?

BEAUTIFUL OLD AGE

1. What should an old man/woman be like according to the speaking voice?
2. What role should old people play in the society?
3. Lawrence uses many visual and other sensory images. Describe what you see, smell, and feel as you read the poem.
4. What would the young people's reaction be at seeing their old parents?
5. Can you find any similes in the poem?
6. Focus on the phonological level. Which phonological devices are employed by the poet?

WRITING

Lawrence states that a truthful life leads to a beautiful old age. Do you agree or disagree?



HOW TO WRITE A NEWSPAPER ARTICLE

A **newspaper** is a daily or weekly publication that contains news articles, editorials, and other items. The owner of a newspaper is called the **publisher**. The **editor** is in charge of the content. **Reporters** research and write the articles. Most reporters specialise in one area (like politics, crime, sports, or science).

News articles are the most structured type of newspaper articles and a specific format must be followed in writing this type of articles, whose purpose is to convey facts of an event to an interested reader.

Each newspaper article has a title (called the **headline**) that is set in large type. The writer of a newspaper article is often not credited; if the author is mentioned, this credit is called the author's **byline**. The headline should not be a summarisation of the article but should serve the purpose of getting the reader's attention. Headlines are usually very concise and often omit verbs and articles.

The story should start with a '**lead paragraph**' which is the summary of what you are going to write. The lead paragraph should also include the **who**, **what**, **when**, **where**, and **why** of the story. You can grab the reader's attention using an opening sentence which is a question or something unexpected, which makes the reader want to read the rest of the article.

After the lead paragraph come the **explanation** and **amplification** sections, which deal with illuminating details. Use discretion in choosing details to include. Also, some details may not be as important as others. Put in order of importance from greatest to least. The **inverted pyramid** is a metaphor used to illustrate how information should be arranged or presented within a text, in particular within a news story. The 'pyramid' can also be drawn as a triangle. The triangle's broad base at the top of the figure represents the most substantial, interesting, and important information the writer means to convey. The triangle's orientation is meant to illustrate that this kind of material should head the article, while the tapered lower portion illustrates that other material should follow in order of diminishing importance. The format is valued because readers can leave the story at any point and understand it, even if they don't have all the details. It also allows less important information to be more easily removed by editors so the article can fit a fixed size.

In the last paragraph you should round off your article. You can end it with a quote or a catchy phrase.

If you think that the average reader will be confused reading the story, fill in the gaps with **background information**.

Do not use the first person, be objective and do not include any personal opinion or prejudice. Use clear and simple language. Keep the article short and to the point. Use active verbs (for example: *Man bites dog*) and not passive verbs (for example: *Dog bitten by man*).

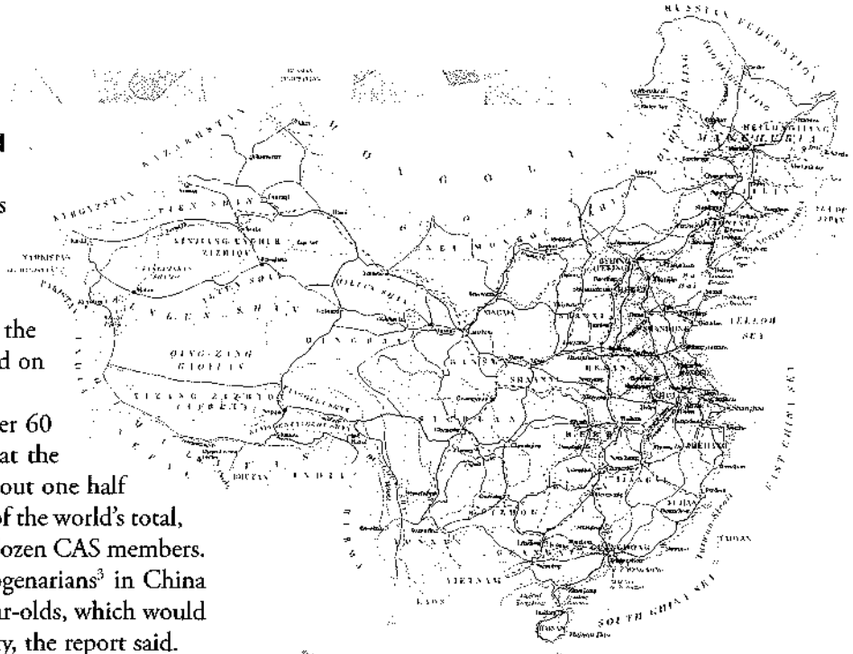
When possible, use relevant **quotes** to flavour your article. Finally, remember that each picture, graph or illustration should have a **caption** describing or explaining it.

READING COMPREHENSION

Now read the following newspaper article and identify the following sections.

- *Headline*
- *Lead paragraph: who, what, where, when, why*
- *Explanation/amplification*
- *Major details*
- *Minor details*
- *Background information*
- *Quotes*
- *Final paragraph*

CHINA'S AGEING POPULATION EXPANDING FAST



China faces social problems caused by a sharp[1] increase in its ageing population, the *Chinese Academy of Sciences* (CAS) warned in a recent report on the issue,[2] the *Beijing Daily* reported on Wednesday.

The number of people aged over 60 in China exceeded 90 million at the end of 2001, accounting for about one half of Asia's over-60s and one fifth of the world's total, according to the report from a dozen CAS members.

The rise in the number of octogenarians[3] in China was much higher than of 60-year-olds, which would mean a heavy burden[4] on society, the report said.

Experts urged relevant departments to take measures to improve social welfare and medical care systems for senior[5] citizens.

They suggested that universities should intensify research into the problems of old age and medical institutions should pay more attention to geriatric health.

Heavy Burden Statistics show that the number of Chinese people older than 60, which accounts for more than 10 percent of the country's population, is increasing at a rate of 3.2 percent per year.

The huge[6] ageing population brings various social and economical problems to China, which is still a developing country, said Li Baoku, vice-minister of Civil Affairs.

The elderly will be a big burden for China through the year 2050, when that population will reach 400 million, accounting for 25 percent of the total, according to Zhang Wenfan, president of the Chinese Old-age Association.

Traditional Virtue China aims to gradually set up[7] a series of networks for the aged, including social endowment assurance and a looking-after service, by 2010.

More than 70 percent of seniors are financially supported and looked after by their families and only less than 17 percent of them enjoy pensions.

1 great
2 subject
3 people between 80 and 89 years old
4 something difficult or worrying that you are responsible for
5 people over 60 years old
6 enormous
7 establish
8 completely
9 without children

About 70 percent of seniors are concentrated in rural areas and almost wholly[8] depend on support from their children because of the lack of a social welfare system for people in rural regions.

Those who are childless[9] or do not live with their children make up 25.8 percent of the total elderly population. In Beijing, the rate is 34 percent. These people depend completely on the society.

It will be practical for China to support its ageing population through a combination of family and a modern pension system.

After all, respecting and providing for the elderly is a traditional virtue of the Chinese people and should be continued, experts said.

(Adapted from *Beijing Times*)

FIND THE FIRST SENTENCE

In the following article on old age and negative stereotypes the first sentence is missing. Read the text carefully and then decide which one of the following sentences is the first.

A The report, *Older People Shaping Policy and Practice*, calls for elderly people to be involved in planning the policies and services which effect them to combat negative stereotypes of ageing.

B Older people are seen as a burden, as a problem to be solved, or as sick and vulnerable 'patients' whose rights are restricted by their need to accept health or social care, found the *Joseph Rowntree Foundation* (JRF).

C Their situation is not being improved by portrayals of 'successful ageing' as equating to the ability to compete with younger people in physically demanding activities, the think-tank warned.

D From the day-to-day concerns to the bigger issues, the challenges posed by caring for older people can be very tough.

OLD AGE 'TREATED LIKE AN ILLNESS'

(David Batty)

The *Joseph Rowntree Foundation* said public policy makers[1] failed to see past[2] the stereotypes of older people as problematically sick and vulnerable, heroically active or comically grumpy.[3] As a result, the need of older people to have a good quality of life was not being adequately heard or acted upon.



The pension's minister, Malcolm Wicks, launched the report today at the Royal Society in London.

It warns of a 'glass ceiling' over consultation procedures which prevents older people being represented when crucial decisions are being taken about the services they use and the policies that affect them.

The report's key recommendations are:

- older people should have the strongest voice in deciding what makes a good quality service and if it is being delivered;
- services should be more responsive[4] to older people's changing needs;
- community organisations, family and friends should be the major players in supporting older people.

The study is based on a four-year research programme, overseen[5] by a steering[6] group of older people, involving 18 different health and social care projects.

It praised social services departments that have moved towards involving older people in service planning.

But Alex O'Neil, who managed the JRF older people's programme, said there was a long way to go: 'Despite current talk about *holistic*[7] and *rights-based* approaches, many planners and providers still see older people as the passive recipients[8] of their services or of *ageing strategies*'.

The task group also called for reform of arrangements for ensuring an adequate retirement income, including a basic state pension, which would prevent older people from falling into poverty.

The group said a wider range of housing and care options are needed for older people, with local authorities involving them in devising 'quality of life' to rethink the way services are planned and delivered.

(Adapted from *Global Action on Aging*)

1 politicians
2 beyond
3 bad-tempered
4 quickly reacting in a positive way
5 supervised
6 guiding
7 considering a person as a whole, rather as separate parts
8 people who receive

WRITING

Now write your own article on life extension. Use the following background information and search the web for additional details. Follow the instructions on how to write a newspaper article at the beginning of this extension. Finally, choose a title and add some pictures or charts.

- Life extension refers to an increase in maximum or average lifespan, by slowing down or reversing the processes of ageing.
- Average lifespan is determined by vulnerability to accidents and age-related disease.
- Extension of average lifespan can be achieved by good diet, exercise and avoidance of hazards such as smoking and excessive eating of sugar-containing foods.
- Theoretically, extension of maximum lifespan can be achieved by reducing the rate of ageing damage, by periodic replacement of damaged tissues, or by molecular repair or rejuvenation of deteriorated cells and tissues.
- Researchers of life extension are a subclass of biogerontologists known as 'biomedical gerontologists'. They seek to understand the nature of ageing and they develop treatments to reverse ageing processes or to at least slow them down, for the improvement of health and the maintenance of youthful vigour at every stage of life.
- Those who take advantage of life extension findings and seek to apply them upon themselves are called 'life extensionists' or 'longevists'.
- Many biomedical gerontologists and life extensionists believe that future breakthroughs in tissue rejuvenation with stem cells, organs replacement (with artificial organs) and molecular repair will eliminate all ageing and disease as well as allow for complete rejuvenation to a youthful condition.
- It is impossible to predict whether such breakthroughs can occur within the next few decades.
- Whether the maximum human lifespan should be extended is the subject of much ethical debate amongst politicians and scientists.

(Adapted from *Wikipedia*)

Coping with Old Age

There are a number of problems of daily life that cause crises in old age. One of these problems is social transplantation, that is the removal from the home an old person has lived in for years. Loss of abilities, caused by illnesses or ageing changes, and the death of one's husband/wife may worsen the situation.

In general, older people who are less affected by these crises are those who have an active social life and who have to face fewer stressful events.

Many surveys have indicated that, because women tend to live for several years longer than men, more than 50% of older women are widowed. In other words, because women live longer than men do, they are far more likely than men to be living alone in older age. So they are more likely to suffer from loneliness, isolation, and the crises of old age.

15

A number of community-based measures can promote social functioning in older people who live at home, and reduce the sense of isolation and loneliness in those who live alone.

Social functioning can be encouraged by a number of measures as the ones listed below.

A Supportive Environment:
- seating in community areas;
- easy-access public toilets;
- effective community policing;
- street lighting;
- home security and alarm provision;
- personal attack alarms;
- victim support schemes.

Transport and Access:
- access to public buildings;
- ramped curbs;
- convenient public transport;
- dial-a-lift and mobility services.

Leisure:
- mobile libraries;
- large print and audiobooks;
- information services of relevance;
- opportunities for physical activity.

Continuing Education:
- pre-retirement education courses;
- self-education groups;
- university of the third age.



Besides, effective health promotion strategies should help those who live at home. Such health promotion strategies include those which improve the environment in which the older person is living. Living in poor conditions and in substandard[1] housing may lead to illnesses from damp,[2] hypothermia[3] from inadequate heating and draughts,[4] problems of access, frustration and anxiety from the need for repairs. Health promotion strategies include home care and repair schemes, heating and insulation strategies, the installation of aids and appliances, and personal and domestic care services. The problem with effective health promotion strategies is their cost and many people may not be able to afford them.

The person who can no longer live alone at home despite health promotion strategies or other help may need caregiving.

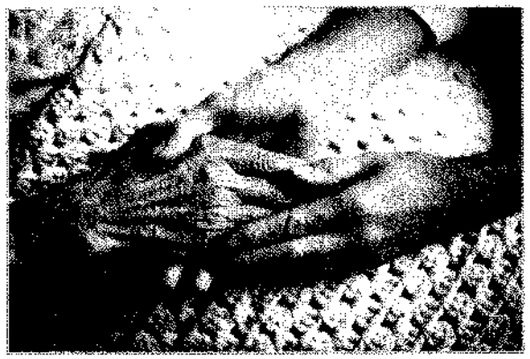
There are a number of opportunities available to the older person who cannot cope alone such as caregivers, community-based care, long-term care, nursing home care and hospitalisation.

abc

1 not as good as the average
2 water in walls or in the air
3 a serious medical condition caused by extreme cold
4 cold air that moves through a room

5 common
6 willing to work very hard
7 holiday
8 causing problems
9 not serious

Family caregivers provide at least 80% of the care received by patients in the community and are mostly women, either wives or daughters. They mostly live in the same household as the patients and must spend 4-8 hours per day on care. The advantages of informal caregivers are a shared[5] life history with the patient, a continuity of care and the fact that they are generally highly committed.[6] On the other hand, informal caregivers have little or no training, no extra practical support, and no financial help. Besides, they may have previously not had a particularly good relationship with the patient and they may spend years caring for a person without any days off[7] for themselves. In many cases, they are old themselves and have their own health problems. So the stress of caregiving can prove burdensome[8] and the caregiver's physical and emotional health may be affected as a consequence. Half of caregivers experience symptoms of depression and stress and suffer a worsening of their own health problems.



Some people are more able to cope with caring than others. A few people will find it hard to care for someone with only very mild[9] impairments, and their stress is very real, even though out of proportion to their efforts. Others continue to care for their loved ones through years of very serious impairment.

Whatever the caregiver or the patient is like, each sometimes needs a break from the other. This can be achieved by temporary admission of the patient to hospital, support networks and day centres and 'in-sitters' (that is to allow the person to go out during the day, or at night so that they can get an adequate amount of sleep). Unfortunately some people are resistant to help and support, and these are usually the people who are most likely to find it difficult to cope with any level of caregiving.

(Adapted from *Novartis Foundation for Gerontology*)

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What do we mean by 'social transplantation'?
2. Why are women more likely to suffer from the crises of old age?
3. Which social measures can improve the life of old people who live alone?
4. Which health promotion strategies can help old people who live alone?
5. What options are available for old people who cannot cope by themselves?
6. What are the advantages and the disadvantages of family caregivers?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Ageing changes .....
2. Social life .....
3. Widowed .....
4. Loneliness .....
5. Street lighting .....
6. Mobile libraries .....
7. University of the Third Age .....
8. Training .....

WRITING

Write sentences which have the same meaning as the following

1. There are a number of problems of daily life that cause crises in old age.
   .....
   .....
2. The problem with effective health promotion strategies is their cost and many people may not be able to afford them.
   .....
   .....
   .....
3. There are a number of opportunities available to the older person who cannot cope alone.
   .....
   .....
4. Others continue to care for their loved ones through years of very serious impairment.
   .....
   .....

SPEAKING

Explain why caregiving is not an easy task.

Loneliness

2.1

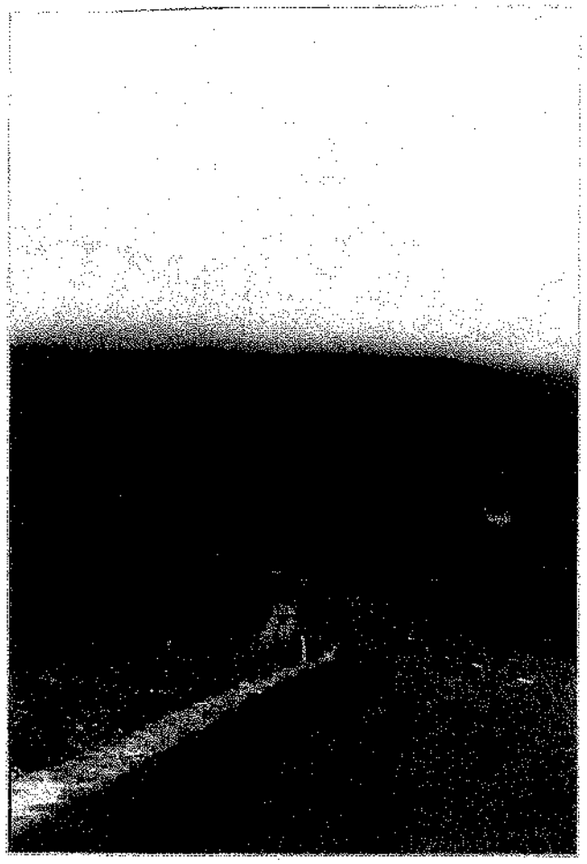
Loneliness is one of the greatest fears of human beings, especially when it comes in the final part of their life, when their physical strength and mental abilities start to decline. The lonely condition of many old people, especially when it is associated to some kind of disabilities, give rise to feelings of weakness and bitterness.
In *House of Splendid Isolation* Edna O'Brien explores the relationship between an Irish Republican Army terrorist and the elderly Irish woman who is his hostage.
Josie O'Meara is an ailing, elderly widow who lives her last days in a house of splendid isolation in a remote village of rural Ireland.
Josie's loneliness in old age is exacerbated by the sad memories of her troubled childless marriage and one clandestine love affair. Her home, the centre of her daily existence, has become her most intimate space and, at the same time, a symbol of her social exclusion.

1 darkness
2 move smoothly and quietly
3 someone you are responsible for looking after
4 accurate, neat
5 very plain and unpleasant

Look at the title of the following excerpt and explain its meaning.

A Man's Home is his Castle
(from Edna O'Brien, *House of Splendid Isolation*, 1994)

Almost night. That dimness[1] when the objects in a room grow shapeless and glide[2] into one another, soundlessly.
– Let there be light, – Nurse Morrissey says proudly and holds up the bell for her charge[3] to see, a metal bell with holes in it and through these finicky[4] perforations a thin, tinny sound can be summoned. She has not rung it, not yet. The nurse has helped her to transform the gaunt[5] draughty room into a



makeshift kitchen. There are cups and saucers, biscuits, a tea caddy, condensed milk, a kettle and a little stove.

– You're much better off here than in that Home, – the nurse says.

– I don't know why ever went.–

– You had pneumonia... That's why.–

– They waken you at all hours to wash you or take your temperature.–

– You know what they say: a man's home is his castle.'

– Don't go yet,– Josie says. The nurse answers with a grunt and then recites her several calls – a young woman that scalded herself and her children with boiling gruel, worse than boiling water; a widower with two lots of ulcer, his next-door neighbour raw with shingles; people wanting, wanting poultices and dressings and tablets, everyone wanting, every single one. Mad for talk too. The nurse muses why, the older they get, the madder they are for talk; their past, their present, their futures, anything, everything, afraid of death too as if she was not afraid of it herself.

– We never know – Josie says.

– Now now, – she is told and reminded that she can ring the bell, ring it like billy-o.

– Who'd hear it? – she asks, yet rings it wanly and the sounds come out in stammers.

– Keep you company, – the nurse says – the tinkles are kind-of-nice. –

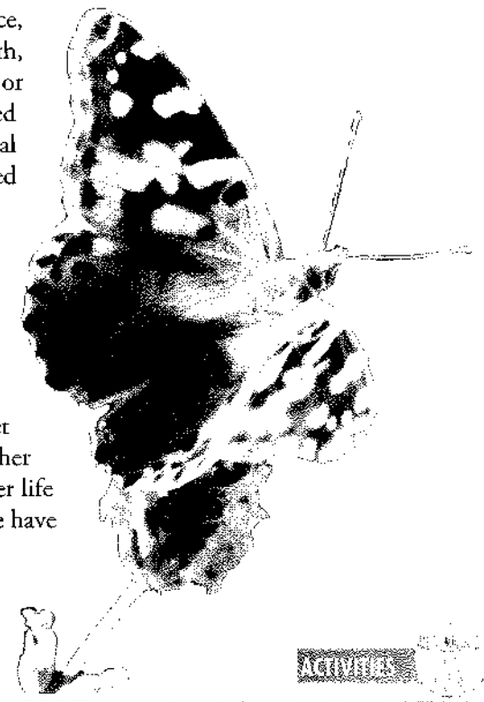
– A tramp could break in,– Josie says.

– He wouldn't stay long without grub – the nurse says in a bluff voice, then reaches to the chair for her oilskin and dons it, snapping the zipper up with a haste.

– Well, Missus, – she says and tries to sound cheery as if she was arriving rather than leaving. To think that this woman once wouldn't wipe the floor with her or her kind, this woman with her style and her finery, flashing eyes that matched the deep blue glass of her rosary beads which she dangled in chapel, eyes that brought shame on herself, her departed husband and another, no longer so, eyes now as insipid and watery as boiled tapioca.

– Allow the tears to fall, – she says by way of comfort and then she is gone. Josie thinks that she might come back, because of having forgotten something or pretending to have forgotten something, to soften the parting, but she doesn't. Alone, Josie scans the room, fixing the objects, the electric kettle, its spout, the biscuit packet, the dreamy sprays in the flowered wallpaper, laden with rose and rosebud, worn curtains and the curtain pole, lopsided on one of its brackets. She tells herself that she is safe, upstairs in her house, in her castle. But are we ever safe?

– Lola... Lola, – she says. Her butterfly has returned and is fixed in a niche of the wall, folded, like a soft brown pleat, Lola, her only companion, her friend. She thinks of her as female because when Lola spreads her wings her little pube of dark brown hair glistens and contracts and glistens. She had thought Lola had gone, escaped between the space and the sash of the window and now all of a sudden she emerges from under the pink lampshade, circles the lamp and then wishes onto Josie's face, skimming it in quick patters. It means something. A death, perhaps. She had never given much thought to old people or sick people but now she does. Her mother's death she effaced from her mind. Her mother dying in the hall of the hospital in a feud about land, a field of theirs that a neighbour claimed as his and which neither family could use because of this ongoing vendetta. It got that tinkers used it, made it their own, caravans parked there, night after night, lit fires and drunk people quarrelling or calling their dogs or begging for milk. Yes, in the hospital her mother told her father he was not a man, but a weakling and her last utterance was the field, their field, their rights.



Next time she would ask the nurse for a tonic so as to get her strength back. No one could say what was wrong with her except that she was wasting. How would she have lived her life all over again. People often ask themselves that. Would she have married James or having married him should she make the best of it and bear him a child, a daughter who would be calling on her now, fussing, tending, fetching a shawl or a bed jacket, saying – Mama... Mama –

Activities

READING COMPREHENSION

Answer the following questions.

1. What time of the day is the passage above set?
2. Why do you think the nurse has transformed Josie's room into a sort of kitchen?
3. Why did Josie spend some time in a nursing home?
4. What does Nurse Morissey think of old people?
5. Why does the nurse give Josie a bell?
6. What is Josie's room like?
7. What do we know of Josie's past?
8. Who is Lola?
9. What does Lola evoke in Josie's mind?
10. What does Josie regret?

TEXT ANALYSIS

Answer the following questions.

1. Who is the narrator of the story?
2. Does the narrator enter the mind of the characters or not? Give examples from the text.
3. Is the setting described in detail?
4. What kind of language is employed?
5. Find images in the text referring to the semantic field of death.
6. Can you find any symbols in the text? What is their meaning?

An Ageing Body

With age, many of the bodily functions decline. The decline that occurs in normal ageing, however, is not usually considered the same as disease, although the distinction is not always clear. As people age, for example, blood sugar levels increase more after eating carbohydrates than they do in younger people, often causing diabetes. Mental decline that includes increased forgetfulness is nearly universal with advanced age and is considered normal ageing; however, the serious mental decline of dementia, with its extreme loss of short-term memory, ability to learn, and understanding of the environment, although common in late life, is considered a disease. Alzheimer disease is another abnormal process distinct from normal ageing.

The human body changes in many noticeable[1] ways with age. Often, the first signs of ageing involve the musculoskeletal system. By age 35, peak[2] performance, even among superior athletes, begins to decline. Sensory organs also begin to change early in mid-life. A common development, for example, is presbyopia, in which the eye can no longer focus easily on close[3] objects. By age 40 or so, many people find it difficult to read without using reading glasses or changing to bifocals.[4] Another, if later, common development is presbycusis, or age-associated hearing loss, which initially affects the ability to hear the highest pitches[5] and, gradually, the lower pitches as well.

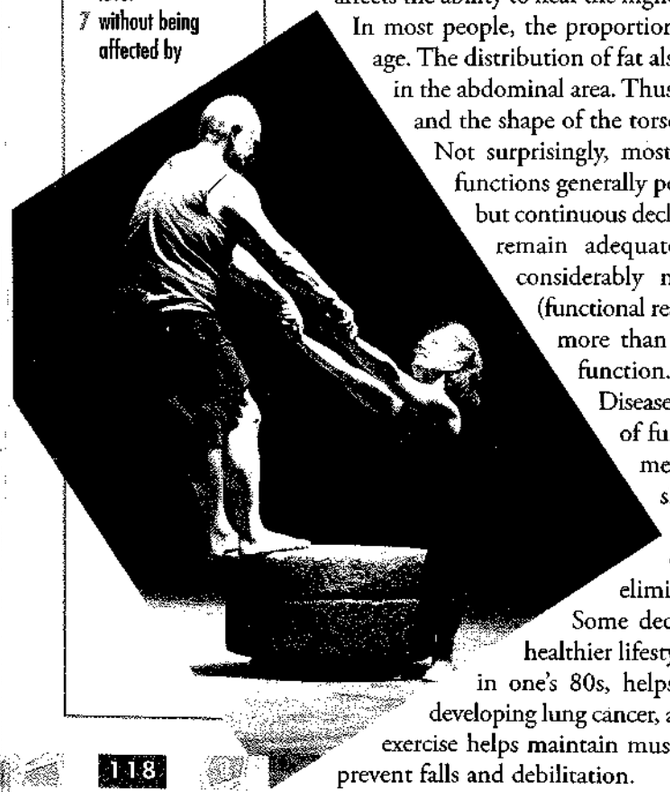
In most people, the proportion of body fat increases by more than 30% by late age. The distribution of fat also changes: there is less fat under the skin and more in the abdominal area. Thus, skin becomes thinner, wrinkled, and more fragile, and the shape of the torso changes.

Not surprisingly, most internal functions also decline with age. These functions generally peak[6] shortly before age 30 and then begin a gradual but continuous decline. Even with this decline, however, most functions remain adequate throughout life, because most organs have considerably more functional capacity than the body needs (functional reserve). For example, even if half the liver is destroyed, more than enough liver tissue remains to maintain normal function.

Disease, rather than normal ageing, usually accounts for loss of function in old age. Even so, the decline in function means that older people are more likely to experience side effects from drugs, changes in the environment, toxins, and illness. Changes in kidney function can dramatically affect how well older people are able to eliminate certain drugs from their body.

Some decline in function can be prevented by adopting a healthier lifestyle. For example, stopping smoking at any age, even in one's 80s, helps improve lung function, decrease the chance of developing lung cancer, and decrease the risk of heart disease. Weight-bearing exercise helps maintain muscle and bone strength regardless of[7] age and helps prevent falls and debilitation.

1 evident
2 the best
3 near
4 special glasses with an upper part made for seeing things that are far away, and a lower part made for reading
5 sounds
6 reach the highest level
7 without being affected by



ORGAN SYSTEM	NORMAL AGE ASSOCIATED CHANGES	CONSEQUENCES
BRAIN	Decreased blood flow. Decreased central nervous system function.	Fainting occurs more often. Mental functions decrease; ability to maintain good balance and to walk properly decrease.
EYES	Lens stiffens. Retina is less sensitive to light.	Difficulty focusing on close objects. Difficulty seeing in dim light.
EARS	Less able to hear high frequencies.	Difficulty in understanding voices.
HEART	Lowered acceleration of pulse. Decreased maximal output of blood. Heart muscle stiffens.	Fainting occurs more often. Less able to perform strenuous exercise. Heart failure is more common.
LUNGS	Less air movement with each breath. Less oxygen transferred to blood.	Less able to perform strenuous[8] exercise. Difficulty breathing at high altitudes.
LIVER	Liver shrinks; decreased blood flow. Less active enzyme system.	Effects of medications last longer; decreased ability to clear toxins. Drugs reach higher levels in body, increasing risk of side effects.
KIDNEYS	Kidneys shrink; decreased blood flow. Urine is less concentrated. Decreased ability to excrete[9] salt.	Effects of medications last longer; decreased ability to clear toxins. Dehydration is more common. Abnormal salt levels occur commonly.
LARGE INTESTINE (COLON)	Ability to pass stool decreases.	Constipation.
IMMUNE SYSTEM	Less antibody produced.	Infections occur more often, are more severe, and spread more quickly.
METABOLISM	Blood sugar level rises after eating. Body fat increases. Decreased vitamin D levels; calcium absorption decreases; excretion of calcium increases.	Increased tendency towards diabetes. Increased risk of diabetes. Osteoporosis.
BLOOD	Decreased red blood cell production.	Slower response to blood loss or low oxygen.

Acute illnesses that were once likely to result in death for older people, such as heart attacks, hip fractures, and pneumonia, are now often treatable and controllable. In addition, a chronic illness no longer necessarily means disability. Many people with diabetes, kidney problems, heart disease, and other chronic illnesses now find that they can remain functional, active, and independent.

Social factors play a major role in the health care of older people. Older people who maintain social contact, whether it be with a spouse, with friends, or through outside interests, have been shown to have fewer medical problems. For example, older people who are married or who live with a roommate tend to be in better health than those who live alone. Older people who do not live alone also have lower rates of hospitalisation and nursing home admissions than those who do live alone.

Education also plays a role in the health of older people. Higher levels of education are associated with earlier detection[10] of disease and better health outcomes, even when disease is not detected early.

Economic factors affect the way in which older people access health care. Poverty is more common among older people than among the general population. Consequently, otherwise treatable diseases go untreated or are treated at a later stage.

Psychologic factors coexist with and may complicate disease in older people. An older person may become depressed if his/her illness leads to temporary or permanent loss

8 needing a lot of strength
9 to get rid of
10 when something is found that is not easy to see

of independence or as he/she sees his/her ageing friends and loved ones die. For these reasons, geriatricians often recommend multidisciplinary care. With this type of care, a team of medical personnel, which may consist of doctors, nurses, social workers, therapists, pharmacists, and psychologists, plan and implement care – including social services – under the leadership of a primary doctor.

DISEASE/CONDITION	CAUSES
Alzheimer's disease and other dementias	Brain disorders that lead to progressive loss of memory and other intellectual functions
Aortic aneurysm	Dilation of the wall of the aorta that can rupture and lead to death if left untreated
Bedsores	Breakdown of skin from prolonged pressure
Cataracts	Clouding in the lens of the eye, which impairs vision
Diabetes, type 2 (adult onset)	A type of diabetes that may not require **insulin** treatment. Usually begins in middle age
Glaucoma	Elevation of the pressure in one of the chambers of the eye that can decrease vision and lead to blindness. Usually begins in middle age
Osteoarthritis	Degeneration of the cartilage that lines the joints, causing pain. Begins in middle age
Osteoporosis	Loss of calcium from the bones, which makes the bones fragile and can lead to fractures
Parkinson's disease	Slowly progressive degenerative brain disease that leads to tremor, muscle rigidity, difficulty moving, and postural instability
Stroke	A blockage or bleeding of a blood vessel in the brain that leads to weakness, loss of sensation, difficulty talking, or other neurologic problems
Urinary incontinence	Inability to control urine flow

(Adapted from *Aging Body Fundamentals, Merck Manual*, Home Edition)



KEYWORDS

Carbohydrates are substances in foods such as sugar, bread, and potatoes, which provide your body with heat and energy and which consist of oxygen, hydrogen, and carbon.
An **antibody** is a substance produced by your body to fight disease.
Insulin is a substance produced naturally by your body which allows sugar to be used for energy.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Where can you generally see the first signs of ageing?
2. What do we mean when we speak of 'functional reserve' of the organs?
3. Why is it more difficult for old people to eliminate certain drugs from their bodies?

ACTIVITIES

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1. The decline of bodily functions is a disease of old age. T ❑ F ❑
2. Dementia is not usually considered a disease in old age. T ❑ F ❑
3. The human body changes with age. T ❑ F ❑
4. The functions of many organs decline with age. T ❑ F ❑
5. Old people are generally fatter than young people. T ❑ F ❑
6. Skin becomes thicker with age. T ❑ F ❑
7. Loss of function is usually caused by a disease. T ❑ F ❑
8. It is impossible to prevent the decline of body's functions. T ❑ F ❑

VOCABULARY

Say which part of the body is affected by each of the following illnesses.

1. Diabetes .....
2. Dementia .....
3. Presbyiopia .....
4. Presbycusis .....
5. Osteoporosis .....
6. Pneumonia .....
7. Cataract .....
8. Bedsores .....
9. Glaucoma .....
10. Stroke .....

CLOZE EXERCISE

Read the following short text on dementia and fill in the gaps with the following words: **cause** · **personality** · **slow** · **drugs** · **loss** · **recent** · **remember** · **reversed.**

DEMENTIA

Dementia (also called *senility*) is the gradual ..... 1 of mental functions such as the ability to think, reason, ... 2, and plan. It results from a disease or a brain disorder and is generally accompanied by an emotional disturbance and a ..... 3 change. There are several medical problems that can result in dementia. Many of these conditions are treatable, while others can be only partially ..... 4. The most common cause of dementia is Alzeheimer's disease. By age 85, over 20% of people have Alzeheimer's disease. The disease is usually ..... 5 to develop and tends to start out with people having trouble learning new things or forgetting ..... 6 events. New medicines are being tested that may help people with this disease. The second leading ..... 7 of dementia is a stroke. Other causes include thyroid problems, vitamin deficiencies, Parkinson's disease, Huntington's disease, alcoholism and vascular disease. People can also develop dementia from long misuse of ..... 8 and alcohol.

ACTIVITIES

LISTENING

While listening to the following article on Alzheimer's disease fill in the gaps.



ALZHEIMER'S: UNLOCKING THE MYSTERY

The fog, as the poet Carl Sandburg said, comes on little cat feet. First you notice that you're always misplacing[1] things or that ..... 1 nouns are evading you as stubbornly as the names of new acquaintances.[2] Pretty soon you're ..... 2 appointments and getting confused when you drive in traffic. On bad days you find you can't hold ..... 3 in your mind long enough to dial the phone. You try to conceal[3] your lapses[4], but they become ever more glaring[5]. You crash your ..... 4. You spend whole ..... 5 struggling to dress yourself properly. And even as you lose the ability to read or play the ..... 6, you're painfully aware of what's happening to you. Then the fog thickens.[6] Your own ..... 7 come to look like strangers, and terrifying delusions[7] migrate freely from your dreams into waking consciousness. Eventually your limbs, bowel and bladder escape your ..... 8. You drift into a silent stupor, and after a year or two of bedsores and diaper rash, you stop swallowing ..... 9. Death, when it comes, is a formality.

When the German psychiatrist Alois Alzheimer first described this ..... 10 disease in 1906, it was quite rare. Most people died young enough to avoid it. But ..... 11 expectancy has risen dramatically since then, and the burden of Alzheimer has grown accordingly.

Countless baby boomers[8] are now confronting the needs of stricken[9] ..... 12, and realising that their best efforts to stay healthy only raise the odds[10] that they'll survive to meet the same fate. Unlike heart disease, which has well-known risk factors, Alzheimer's is still hard to predict. And today's ..... 13 provide only modest symptomatic relief, if that. But the story is rapidly changing. 'We've learned more about Alzheimer's in the past ..... 14 years than in the previous 85,' says Dr Bruce Yankner of Harvard Medical School. In the past year alone, ... 15 have made several critical discoveries about how Alzheimer's destroys the ..... 16, and their findings have raised unexpected possibilities for treatment. Drugmakers are now pursuing a half-dozen new remedies, and predicting that one or more will reach the market within seven years.



1 losing things by putting them in the wrong place
2 people you know
3 to hide
4 failure to do something you should do
5 very bad and very noticeable
6 becomes thick
7 false beliefs
8 people born in the fifties or sixties, when a lot of babies were born
9 very badly affected from troublesome illnesses
10 probability
11 infallible
12 a thick mass or pile of material
13 pieces of waste material
14 cut, divide

ACTIVITIES

For all the recent ..... 17, there is still no foolproof[11] way to diagnose Alzheimer's in a living person. With a patient showing signs of ..... 18 the physician's main task is to rule out other possible causes, such as strokes, tumours or vitamin deficiencies. But what actually happens to an individual affected by Alzheimer's? At least two things. As Alzheimer discovered from autopsy studies, victims' brains are littered with wads[12] of sticky debris[13], or plaques, and their ..... 19 contain twisted protein filaments known as tangles. Until recently, scientists could only guess about the significance of these lesions. 'No one even knew what they were made of,' says Paul Greengard, director of Rockefeller University's Fisher Alzheimer Center. 'Now we know what they're made of, and we're beginning to ..... 20 what causes their formation.'

The first real clue to the mystery came in the late 1980s, when scientists identified a molecule called ..... 21, or amyloid precursor protein. APP is a normal protein produced by healthy neurons. It traverses the cell membrane like a needle stuck through a piece of fabric. After identifying APP, researchers determined that our ..... 22 make at least three enzymes – dubbed alpha, beta and gamma secretase – that can cleave[14] APP into shorter forms. Unlike alpha secretase, which clips an innocuous ..... 23 out of APP, the beta and gamma enzymes work together to produce a shorter, stickier protein called *beta amyloid* (A-beta). We all ..... 24 A-beta, but no one knows exactly what purpose it serves. What's clear is that it can build up in the ..... 25 surrounding neurons to form plaques.

(Adapted from *Newsweek*)



Dance of Death, a medieval picture.

3.1 Coping with Loss

1 having many sides
2 when someone loses a relative or close friend because they have died

Common to human experience is the death of loved ones, be they parents, relatives, or friends.

Grief is a multi-faceted[1] response to loss. Although conventionally focused on the emotional response to loss, it also has a physical, cognitive, behavioural, social and philosophical dimension.

Response to loss is varied and researchers have moved away from conventional and predictable views of grief to one that considers the wide variety of responses that are influenced by personality, age, family, culture, and spiritual and religious beliefs and practices.

Bereavement,[2] while a normal part of life for most people, carries a degree of risk when limited help and support is available. Severe reactions to loss may carry over into familial relations and cause trauma especially for children and elderly people.

In the short story *Here and Now* Janette Turner Hospital deals with the theme of loss seen from two different points of view, that of a middle-aged woman who has lost her elderly mother, and that of an old man who has lost his young son. A sense of emptiness pervades the whole story, and grief, sadness, and regret sometimes give way to alienation and despair.

Before reading the story cluster on the word 'death'.

Death

Here and Now

(from Janette Turner Hospital, *Isobars*, 1990)

As it happened, Alison was wearing black when the phone call came; black velvet, cut low in front, with a thin silver chain at her throat. Only minutes before she had been under the shower. Before that, she had been shovelling snow from the driveway. She had got the car out before the surface slicked over[1] again, and before the city ploughs[2] came through to toss[3] a fresh barricade across the top of the drive. She had showered and put on the black dress. Car keys in hand, she was just pulling the front door shut behind her.

Damn, she thought. Will I answer it or not?

Afterwards it seemed to her that she had known from the first microsecond of the first ring. Four o'clock on a winter's Sunday afternoon, Lake Ontario veined with early ice, darkness closing in: this is when such phone calls come. In Brisbane it was tomorrow already, it was dawn on Monday morning. Such phone calls are made at dawn.

At the Faculty Club, Alison's car slewed a little on the ice, nudged[4] a parked Toyota, hesitated, then slid obediently into the neighbouring space. She sat trembling slightly, her hands on the wheel, the engine still running, and stared through the windshield at the Brisbane River.

Here, on the lip[5] of the **campus**, a membrane of ice already stretched across the water for as far as she could see. The membrane was thinner than a fingernail, milky white. (High in the mango tree, hidden from the other children, frightened, she sucks comfort from the milk iceblocks her mother makes.)



The word **campus** refers to the land and buildings of a university or college.

1 became slippery
2 vehicles used to push snow off roads
3 to throw
4 pushed gently
5 edge

KEYWORDS

Janette Turner Hospital (1942 —) Australian novelist and short story writer, she was born in 1942 in Melbourne.
She began her teaching career in Queensland high schools, but since her graduate studies she has taught in universities in Australia, Canada, England, France and the United States. Her first published short story appeared in the *Atlantic Monthly* (USA), while her first novel, *The Ivory Swing* won Canada's Seal Award in 1982.
She lived for many years in Canada and in 1986 she was listed as one of Canada's Ten Best Young Fiction Writers. Since then she has won a number of prizes for her novels and short stories collection and her work has been translated into 12 languages.
She holds an endowed chair as Carolina Distinguished Professor of English at the University of South Carolina.



– *Metro Toronto engineers*, – the car radio announced, – *Are mystified by this morning's explosions in the city's sewer system. Throughout the streets in the downtown core,*[6] *sewer caps have been popping like champagne corks, an extraordinary sight on a quiet Sunday morning in Toronto.* –

It is still Sunday here, Alison thought. It is not Monday yet.

It is still now, she thinks.

She turns off the radio and ignition and gets out of the car, stepping with infinite care so as not to fracture the thin membranes of ice and time. The air, several degrees below zero, turns into crystal splinters[7] in her lashes and nostrils. Something hurts. It is important to breathe very carefully.

Inside the Faculty Club, champagne corks are popping like pistol shots; a Christmas party, a retirement celebration for a distinguished colleague, two sabbatical[8] farewells, all rolled into one elegant festive affair. Soon Alison will play her public part, make her speech. Then the small talk that rises like wisps[9] of fog will engulf her and drift up river with her, past Kenmore, past the westernmost suburbs of Brisbane, up into the Great Dividing Range. She will be able to make her escape. She is desperate for solitude and rainforest.

– Wonderfully done, – someone enthuses, handing her another drink. – A fitting tribute. –

She has skated through it then, on thin ice and champagne. Soon it will be possible to leave. She smiles and talks and laughs and talks and smiles. In her glass, the ice in the champagne punch twists and dwindles. She holds the glass up to the light. The ice cubes are as thin as the wafers[10] of capiz[11] shell that wash up on Queensland beaches.

– Alison, – someone says. – Congratulations. I just heard the news. –

Alison holds herself very still. – Yes? – she says faintly. She will not be able to speak of it yet. They will have to excuse her.

– Your invitation to Sydney, I mean, for next year. You must be thrilled. When do you go? –

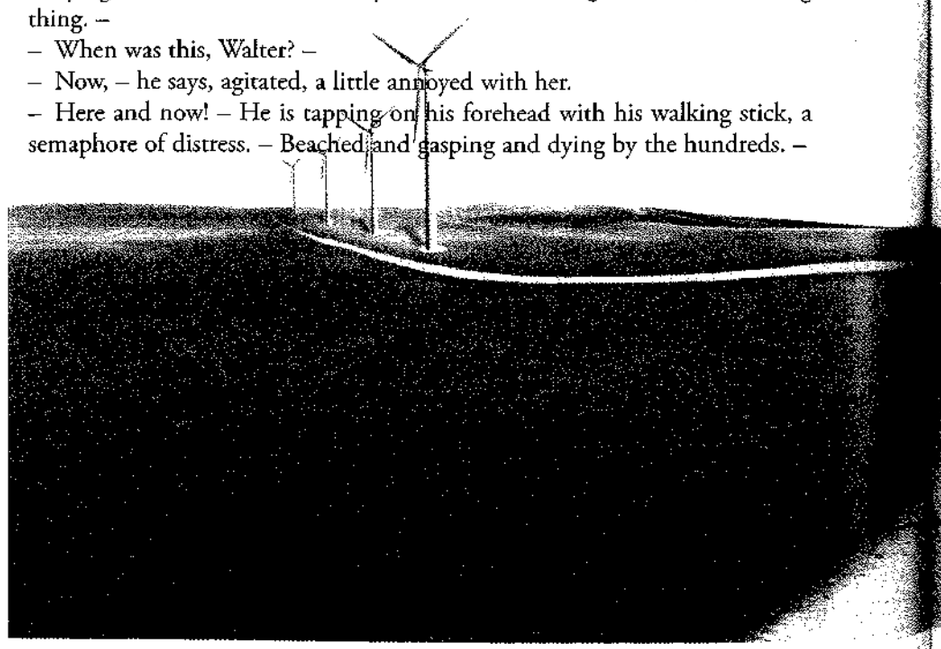
– Ah, – she says. Her voice comes from a long way off. – Nothing can be done on a Sunday. I'll have to make arrangements in the morning. –

Her colleague raises a quizzical[12] eyebrow as she slides away, nodding, nodding, smiling. Discreetly heading for the cloakroom, head lowered, she collides with

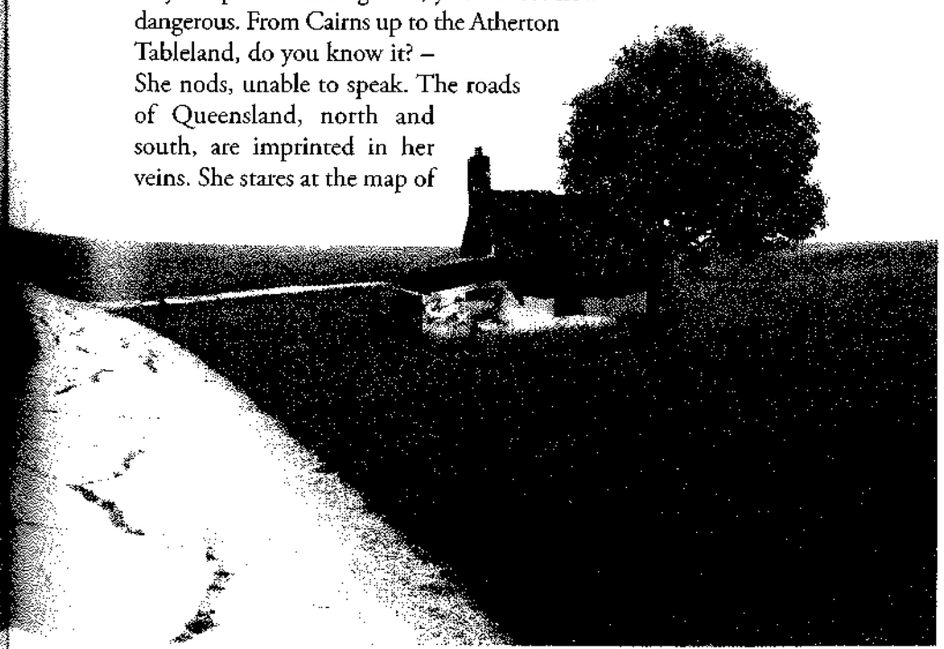
6 city centre
7 small sharp pieces
8 a period when someone, especially someone in a university job, stops doing their usual work in order to study or travel
9 small thin lines
10 very thin flat pieces
11 a type of shellfish
12 puzzled

Walter who has propped himself against a shadowy window niche. She mumbles an apology and lurches on.[13]
– Alison, – he calls in his frail and elderly voice.
– Walter. Oh Walter, I'm sorry. – She turns backs and hugs him.
– Please join me, – he begs.
– Oh Walter, I'm not fit company. –
– You're my favourite company, – he says. – These things, these things ... – He waves vaguely at the room with his knobbed walking stick.
– I find these things difficult. I only come because I'm perverse. –
Walter's own retirement party is twenty-five years behind him, though he has just recently published yet another scholarly book.
– I'm the loneliest man in the world, – he says. – Do you know how old I am? –
She knows of course, everyone knows, that he's ninety. The acuity of his mind and speech is a local wonder. Only time gets muddled for him. He gets the First and the Second World Wars confused; he fought in both.
– I'm as old as Methuselah, – he says – and as fond of Australians as ever. Have I told you why? – he has of course.
Many times. He has spoken of the Australian and New Zealand regiments stationed near his in Italy.
That was during the Second World War. Or was it the first? In one of those wars, an Australian saved his life, dragging his wounded body through enemy fire.
– That was partly why, – he says. – That was the beginning. But even more than that it's the whales. –
– The whales? – she asks, politely. She has not heard about the whales.
– Dying on the beaches. All the way from Tasmania to Queensland, a shocking thing. –
– When was this, Walter? –
– Now, – he says, agitated, a little annoyed with her.
– Here and now! – He is tapping on his forehead with his walking stick, a semaphore of distress. – Beached and gasping and dying by the hundreds. –

13 walks on in an uncontrolled or unsteady way
14 open containers with handles used for carrying liquids
15 bends down and forwards so that his back forms a curve



– Walter, I hadn't... – She is confused. She is guilty of something. – I've heard nothing. Was this on the news?"
– Yes, – he says. – And in the National Geographic. Stranded high and dry, out of their element, the loneliest, most awful... – There are tears in his eyes. – But the people of the coast are forming water lines, passing buckets,[14] keeping them wet and alive. One by one, they are being dragged back to the water and towed out to sea. Wonderful people, the Australians. I walk along the beaches, you know, and watch. You hear a lot of rough talk out there, and some people think Australians are crude, but I know what I see. –
He hunches[15] into the window seat and stares out at the freezing lake. – It was because of the whales that I sent my son out there, after the war. He never came back. –
– I didn't know you had a son in Australia, Walter. –
– School was never the place for him. It happens often, doesn't it, with the children of scholars? And after that trouble, after the penitentiary. I couldn't think of a better place to give him a fresh start. I thought: Australians will make a man of him. Look at the way they fight and the way they are with whales. –
– Walter, – she murmurs, leaning her forehead momentarily against his. She is afraid of this confluence of griefs. She is afraid the sewer caps will not hold.
– What I'm sorry about, – Walter says, – is that I never told him...I mean, I should have said to him: I am proud of your racing car driving. There have been all these other things, all these...We go on and on, you know, fathers do, about the disappointments. But I should have told him: I do admire your courage and speed behind that wheel! –
In the window seat, he seems to fold himself up into nothing.
– I visited the place. I visit. I go there often, more and more often now. It's a very steep and winding road, you can see how dangerous. From Cairns up to the Atherton Tableland, do you know it? –
She nods, unable to speak. The roads of Queensland, north and south, are imprinted in her veins. She stares at the map of



her forearm and sees the hairpin turns[16] on the way from Cairns to Kuranda.
– You can see it was an accident, can't you? – he says. – He had everything to live for, a young wife and a little boy. We stay in touch. My grandson still sends me Christmas cards from Australia. –
– Sometimes, – he says, – I think I may have told him I was proud of the driving. Sometimes I think I remember saying it. –
– Walter, – she says shakily, embracing him. – Merry Christmas, dear Walter. Forgive me. I have to go. –
She manages, somehow to get out to her car. She sits in the darkness, holding herself very still. She turns on the car radio in time for the hourly news bulletin.
– *Sewer caps popping like corks*, – she hears. She turns it off and leans on the wheel and begins to shiver. She shivers violently, her teeth chattering, her body possessed by the shakes. Her bones clatter, even her skin is noisy, the din[17] of her thoughts drowns out the tapping at her window. It is not until Walter leans across the front of her car and signals through the windshield that she can make him out, dimly, through the thin tough cataract[18] of Sunday. She blinks[19] several times. He taps on the window again.
– Walter, – she says shocked, opening the door. – God, Walter, get in the car. You mustn't stand out in this cold, you'll catch your... –
– I would like to think so, – he says quietly – it's been a terrible long and lonely wait. Alison, you can tell an old man anything. What is it, dear child? –
– My mother, – she begins to say. She puts her head against Walter's weathered shoulder and sobs. Orphaned at fifty: it sounds faintly embarrassing and comic, it's not supposed to be a major shock, it's not even listed in the register of traumas.
– My mother, – she begins again, quietly, – died in Brisbane at 4.40 a.m. this Monday morning. –
She looks out at the frozen loop of a Queensland river.
– My mother, – she says, frowning[20] a little, – died in the early hours of tomorrow morning. –
Walter feels the car come plummeting off[21] the Kuranda road, turning cartwheels through ferns and bougainvillaea. It twists and twists and goes on falling through the gaping hole that opens somewhere behind his ribs. He hears the explosion that is now and always taking place.
– There is such gentleness, – he says, stroking Alison's cheek, – in the most unexpected people, the roughest people. The way those men pass the buckets of water from hand to hand, the way they stroke the whales with wet cloths. I have never forgotten it. –
Tomorrow, Alison thinks, I will fly all the way back to the beginning.

abc

16 very sharp U-shaped curves in a road
17 loud unpleasant noise that continues for a long time
18 large waterfall
19 shuts and opens her eyes quickly
20 making an unhappy, confused expression
21 falling suddenly from a very high place

READING COMPREHENSION

Answer the following questions.

1. What does Alison do?
2. Where does she live?
3. Where did she spend her childhood?
4. What day is the story set?
5. What was Alison doing when the phone call from Australia came?
6. What is going on at the Faculty Club?
7. What is Alison's mood like during the party?
8. Much of what Alison sees at the Faculty Club reminds her of Australia. Why?
9. Why does she want to leave the Faculty Club as soon as possible?
10. Who is Walter?
11. What relation is there between Alison and Walter?
12. How old is he?
13. How does Walter describe his condition?
14. What kind of father was Walter? What does he regret now?
15. What do you think Alison and Walter have in common?
16. Can you explain the meaning of the last sentence of the short story?

TEXT ANALYSIS

Answer the following questions.

1. Where and when is the story set?
2. What kind of narrator is employed?
3. List in chronological order all the events described in the first paragraph of the story.
4. The narrator employs a language rich in similes. Skim the text quickly and underline them.
5. The following elements of the story have an evident symbolical meaning. Try to explain it in your own words:
   - Alison's black dress at the beginning of the story;
   - the ice on the lake;
   - the sewer caps popping like corks;
   - the dying whales/the Australians that help them.
6. Both characters experience a grief for the loss of a loved one. How do they manifest this grief? Do you think they support one another in their grief or not? Why/why not?

WRITING

Write a different ending for the story (about 80/100 words).



'He gets the First and the Second World Wars confused...'

Nursing Homes

A nursing home is a place for people who are old and ill and cannot be looked after at home. Some nursing homes, in particular, are highly regulated institutions with special care units for the treatment of older adults who suffer from severe physical or mental disabilities. More and more nursing homes are offering medical services similar to those provided by hospitals after surgery,[1] illness, or other medical problems, and their staff provides medical care, as well as physical, speech and **occupational therapy**.

Other nursing homes have a more informal atmosphere and try to look more like home. They generally do not have a fixed schedule and staff members are encouraged to develop relationships with residents.

Each nursing home generally has a healthcare team made up of a variety of skilled professionals including nurses, doctors, and assistants.

But who lives in a nursing home? The most of nursing home residents are older than 65 and have some type of disability or impairment with activities of daily living (ADLs), such as walking or bathing. Besides, many residents have difficulty with hearing or seeing and some of them are incontinent.[2]

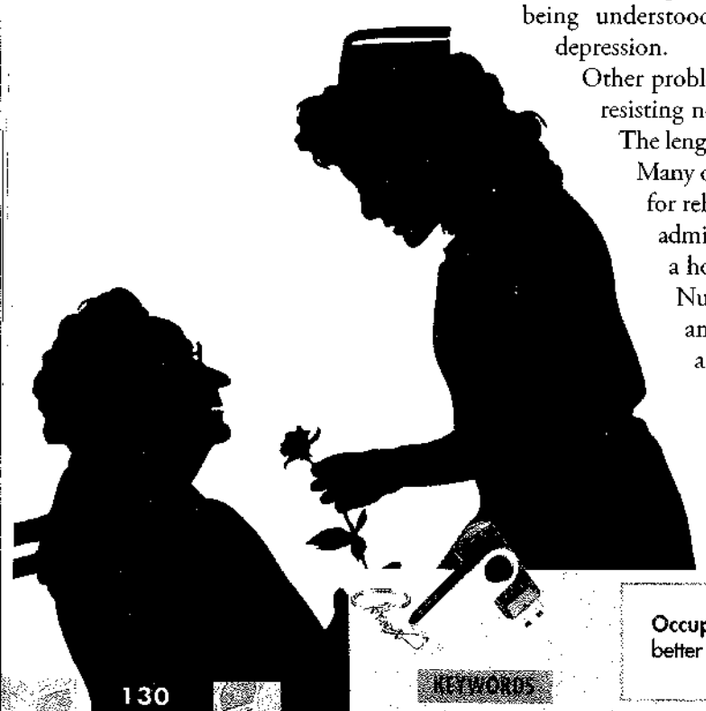
In addition to physical disabilities, mental disturbances are quite common among nursing home residents. Many of them suffer from dementia, or have problems with memory. Others have problems of communication and have difficulty both being understood and understanding others, or suffer from depression.

Other problematic behaviours – such as physical abuse[3] and resisting necessary care – may worsen the situation.

The length of stay in a nursing home may be quite variable. Many of the people who stay for a short time are admitted for rehabilitation or for terminal care. Many people are admitted to a nursing home after being discharged from a hospital after surgery or a sudden illness.

Nursing homes may often seem depressing places, and moving into one of them can fill people with a sense of betrayal and frustration. Family involvement is essential in helping the older person to make the transition to a new type of living, and family members are encouraged to visit residents regularly and to be involved in the care of their older relatives.

1 operation
2 unable to control the passing of liquid or solid waste from their bodies
3 violent treatment of someone



Occupational therapy consists in helping people get better after an illness by giving them activities to do.

KEYWORDS

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a nursing home?
2. Who lives in a nursing home?
3. Can people with serious disabilities be admitted to a nursing home?
4. What kind of impairments do nursing home residents generally have?
5. Can people be admitted to a nursing home for a short period?
6. Why is family involvement essential for a person who lives in a nursing home?

VOCABULARY

Find in the text synonyms for the following words.

1. Sick .....
2. Cure .....
3. Serious .....
4. Feel .....
5. Sent away .....
6. Change .....

WRITING

Write sentences which have the same meaning as the following.

1. A nursing home is a place for people who are old and ill and cannot be looked after at home.

   .....

   .....

   .....

2. Other nursing homes have a more informal atmosphere and try to look more like home.

   .....

   .....

   .....

3. In addition to physical disabilities, mental disturbances are quite common among nursing home residents.

   .....

   .....

   .....

   .....

4. The length of stay in a nursing home may be quite variable.

   .....

   .....

   .....

Read the following words from Help the Aged, *a song by the British band Pulp and try to explain their meaning. Do you agree? Why/why not?*

'(...) Help the aged, don't just put them in a home, can't have much fun in there all on their own. Give a hand, if you can, try and help them to unwind. Give them hope & give them comfort 'cos they're running out of time. (...)'

.....

.....

.....

.....

ACTIVITIES

18

CLOZE EXERCISE

When choosing a nursing home a checklist may help you evaluate quality, the range of services, convenience, and costs. Read the following checklist and fill in the gaps with the following words: **additional · smells · space · food · clean · family · training · nurses · rooms · safety · medical · well.**

NURSING HOME CHECKLIST

- Is the nursing home ..... 1? Are there any unpleasant ..... 2?
- Is it well maintained?
- Do the residents look ..... 3 cared for?
- Are the ..... 4 adequate?
- What recreational and private ..... 5 is available?
- Are there ..... 6 features, such as railings and grab bars?
- How many ..... 7 and nursing assistants are there compared with how many residents?
- Do the administrators and medical professionals have special ..... 8 in geriatrics or long-term care?
- Are key professionals full-time or part-time?
- How long have the administrators and medical professionals been with the nursing home?
- What type of ..... 9 coverage is provided?
- How close is the nursing home to ..... 10 members? How close is it to the nearest hospital?
- What is the ..... 11 like?
- How much do basic services cost? What services are covered?
- What ..... 12 services are available? How much do they cost?

(Adapted from *AGS-Aging in the Know*)

CLOZE EXERCISE

Read the following passage on medical care of nursing home residents and fill in the gaps with the following words: **depression · diagnostic · psychologically · symptoms · heart · medication · high · quality · patient.**

MEDICAL CARE OF NURSING-HOME RESIDENTS

The medical care of nursing home residents is demanding and challenging. Many nursing home patients are physically and ..... 1 frail, which makes treatment more complicated. The most common health conditions of older patients in nursing homes are dementia, ... 2 disease, ... 3 blood pressure, arthritis, and stroke. Other common problems include infections, urinary incontinence, falls, fainting, ... 4, malnutrition, and pressure ulcers.

Often, nursing home residents have more than one medical condition. Multiple conditions often mean multiple medications. Unfortunately, multiple medications increase the chances of having a bad reaction to a ..... 5 as well as other medical complications. Family members often are not prepared for these things to happen. Instead, complications tend to make people resist any treatment, which may actually end up decreasing the ..... 6 of life and independence of the resident.

The overall clinical care and the way specific problems are managed must be individualised for each ..... 7. The approach can vary enormously from one person to another, ranging from measures that increase the patient's comfort to numerous ..... 8 tests and treatment. Diagnostic issues are another complicating factor. Many older patients have ..... 9 that are subtle or not typical, making diagnosis difficult.

(Adapted from *AGS, Aging in the Know*)

Old Age and Quality of Life

Traditionally, old age has been associated with sickness, dependency, and a lack of productivity. Today, this traditional view is considered wrong since most people are quite able to adapt as they grow older and remain independent well into very old age. In developed countries, older people continue to work in paid and unpaid work. Voluntary activities of older people make an important contribution to society. By encouraging and enabling their participation, and realising their vast potential as resources, the problem of an ageing population can be transformed into the benefit of a mature one.

However, population ageing raises many issues for policy makers, and providing affordable health care is one of the most important. Nowadays that people are living longer, how can we improve the quality of life in old age?

According to the World Health Organization (WHO), measures to help older people remain healthy and economically active are a necessity, not a luxury, in all countries.

The logo of the World Health Organization (WHO).

19

Older people spend more of their income on health than any other need or activity. The challenges presented by a growing ageing population must be addressed at the global, national and local levels.

In both developed and developing countries, chronic diseases are significant and costly causes of disability and reduced quality of life. An older person's independence is threatened when physical or mental disabilities make it difficult to carry out the basic activities of daily living such as bathing, eating, using the toilet and walking across the room, as well as shopping and meal preparation.

But both disease and functional decline can be prevented or slowed through action in early life that will enhance health and well-being throughout life and reduce disability. Besides, policies that are age-friendly include efforts to provide well-lit streets and good transport systems, recreation services that offer exercise programmes for older people, educational services that offer life-long learning and literacy programmes, social services that can provide hearing aids, cataracts and hip replacement surgery, flu shots and credit.

The World Health Organization has promoted the idea of 'active ageing', a concept aimed at supporting policies that will keep people active for as long as possible. Active ageing is the process of improving opportunities for physical, social, and mental well-being throughout life, in order to extend healthy life expectancy, productivity and good quality of life into older age.

(Information provided by the World Health Organization)

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is the traditional view of old age?
2. Why is that view no longer valid today?
3. How can we improve the quality of life in old age?
4. Which policies can be defined 'age-friendly'?
5. What is 'active ageing'?

VOCABULARY

Match each of the following verb with a noun or an adjective.

1 To grow	A The basic activities
2 To make	B Healthy
3 To provide	C Life expectancy
4 To remain	D Health care
5 To carry out	E A contribution
6 To extend	F Old

FIND THE TOPIC

Read the following text and match each of the subtitles below with the corresponding section.

A Long-term Care Expenses
B Healthy Lifestyles
C Fighting Poor Health
D The Right To Choose
E The Chance of Living Longer
F Poor Quality of Life

ARE WE DESTINED FOR A FRAIL OLD AGE?

1 .....

Most people would jump at the chance of living longer. After spending 40 years working the thought of a long, relaxing retirement[1] seems appealing.[2] But if a longer life meant an increase in the length of ill health would people still feel the same?

The over 80s population is predicted to double to 5 million by 2031, according to the British Office of National Statistics.

2 .....

If the health of the elderly population follows current trends that will mean people spend more of their lives fighting various illnesses. According to British government healthy life expectancy tables published in the summer, the amount of time women can expect to live in poor health increased by 15% to 11.6 years from 1981 to 2001. For men, the length of poor health rose even more – 34% – to 8.7 years.

3 .....

Dr Gail Wilson, of the social policy department at the London School of Economics, said: 'It's a quality of life question. When we are ill, do we want to be kept alive if our quality of life is not going to get better?

'In this day and age we can have that open heart surgery or live longer with incurable cancer conditions. But that does not necessarily mean it will improve our lives for the better. We may get into a position where people write living wills,[3] they may not want to be kept alive with a poor quality of life.'

abc

1 when you stop working, usually because of your age
2 attractive, interesting
3 a legal document that says who you want your money to be given to after you die
4 having to use more money that it has
5 difficulty caused when an organisation or system has too much to do or too many problems to deal with
6 to suffer

4 .....

And if the ageing population does find itself struggling with ill health, the already over-stretched[4] NHS (*National Health System*)is expected to feel the strain.[5] The *Wanless report* in 2002 estimated NHS spending is going to have to increase from its 2002 level of £ 70 billion to more than £ 180 billion by 2022.

But it is not just primary and secondary care that will have to bear the brunt,[6] experts have said. A Joseph Rowntree Foundation report in September estimated spending on long-term care over the same period could rise from £ 13 billion to £ 54 billion by 2051. The study also said the demand for residential and nursing home places would nearly triple to 1.1 million.

5 .....

The British government seems intent on dealing with the increased need in elderly care by encouraging people to stay at home – it is cheaper as many receive care from relatives rather than full-time care home staff.

Andrea Lane, of *Help the Aged*, said this was not necessarily a bad thing but what old people wanted was the right to make their own decisions. 'Older people want choice just as 20 to 30-year-olds have plenty of choice,' she said. 'That is going to mean they are given the option of staying in their own homes, which most in their 50s and 60s do, or going into a care home, which becomes more popular among the over 80s.'

6 .....

Sir John Grimley Evans, emeritus professor of clinical gerontology at the John Radcliffe Hospital in Oxford, said US research suggested people can remain fitter for longer.

'The encouraging thing that has been found in America is that healthier lifestyles have meant people are living longer but dying faster. That is good for the taxpayer and good for the person. People are remaining active into their 70s and 80s.'

Sir John said it was unclear whether the same pattern was emerging in Britain but added it could be achieved. 'Firstly, people must make intelligent use of health services, such as getting their blood pressure checked regularly. But the government must also encourage people more. We should make healthier food cheaper than bad food and there certainly needs to be more education.'

(Adapted from BBC NEWS)

Regrets and Quality of Life in Old Age 5.1

The actions taken in the past could have long-term implication for the future well-being of old people. Wishing they had done things differently in life can give people a sense of failure and frustration in old age.

According to recent research this may also lead to depression and to serious health problems. A recent study carried out by a team of Canadian scientists shows that older people who have less severe regrets have fewer health problems.

In the poem *Love Songs in Age* Philip Larkin depicts love as a self-protective illusion typical of youth. An elderly widow comes upon a pile of old song-sheets, which evoke in her mind memories of vain hopes and of dreams which have not been fulfilled. What the widow seems to have put aside are not only her 'love songs', but also the youthful illusions that generate the unrealistic expectations young people generally have of love. In this way, an ordinary incident gives way to a feeling of failure and frustration.

Do you like music? Which feelings does music generally arouse in your mind? Have you ever associated a song to a particular place or person?



Fernand Khnopff, Listening to music by Schumann, *1883, Royal Museum of Fine Arts, Brussels.*

Love Songs in Age
(from Philip Larkin *The Whitsun Weddings*, 1964)

She kept her songs, they kept so little space,
The covers pleased her:
One bleached[1] from lying in a sunny place,
One marked in circles by a vase of water,
One mended,[2] when a tidy fit had seized her,
And coloured, by her daughter –
So they had waited, till, in widowhood
She found them, looking for something else, and stood

Relearning how each frank submissive chord[3]
Had ushered in[4]
Word after sprawling[5] hyphenated[6] word,
And the unfailing sense of being young
Spread out like a spring-woken tree, wherein
That hidden freshness sung,
That certainty of time laid up in store
As when she played them first. But, even more,

The glare[7] of that much-mentioned brilliance, love,
Broke out, to show
Its bright incipience[8] sailing above,
Still promising to solve, and satisfy,
And set unchangeably in order. So
To pile them back, to cry,
Was hard, without lamely[9] admitting how
It had not done so then, and could not now.

1 made pale
2 repaired
3 a combination of several musical notes that are played at the same time and sound pleasant together
4 was at the start of something new
5 spreading
6 with short printed lines that join words or syllables
7 right unpleasant light
8 beginning
9 weakly

Philip Larkin (1922-1985)
This English poet, novelist and jazz critic was for many years librarian of the Hull University library. His first book of verse, *The North Ship* (1945), showed the influence of Yeats's poetry. Although he also published two novels in the 1940s, he first attracted wide attention with *The Less Deceived* in 1955, a book which established Larkin as an outstanding poet of the post-war period. Later he published *The Whitsun Weddings* (1964) and *High Windows* (1974). Among the favourite themes of his poems are time passing, disappointment, and loneliness, always balanced with their opposites.



READING COMPREHENSION

Answer the following questions.

1. What are the covers of the woman's songs like?
2. How did the woman come across them?
3. Which period of the woman's life do the songs remind her of?
4. What did she feel when she played them for the first time?
5. Why have her feelings changed in your opinion?
6. What is her final reaction?

TEXT ANALYSIS

Answer the following questions.

1. How many stanzas are there in the poem?
2. Can you find any phonological devices?
3. Can you find any syntactical devices? What is their effect?
4. Are there any similes?
5. How would you define the general tone of the poem?

Pablo Picasso (1881-1973)
Pablo Ruiz y Picasso was born in Malaga, Spain, on October 2, 1881. He started painting when he was ten years old.
In 1904 he moved to Paris, where he went through what is known now as his 'Blue Period'. During this time he used mainly different shades of blue and portrayed beggars, alcoholics, and prostitutes.
Fernande Oliver influenced the mood of his work from dark and gloomy blues to light and happy reds and pinks which led this period in time to be called the 'Rose Period'. At this time he painted many pictures of a circus that he visited often during his stay in Paris. In 1906, Picasso moved to Gosol, Spain, where he changed his style. His new works where influenced by Greek, Iberian, and African art. He began to use more geometrical figures in his artwork. Between 1908 and 1911 Picasso and George Braque painted landscape paintings in a new style which was termed 'cubism' by





a critic who described the work as being made of 'little cubes'. They created this style by breaking down and analysing objects, using mainly browns and other muddy colours.
In 1912, Picasso began to paste paper and pieces of oilcloth to his paintings and then paint either on them or around them. These where his first collages. This technique is called synthetic cubism and is a more decorative, colourful style of art. Many of the pictures painted during this period have a surrealist feel to them. Later in the 1920's he painted neoclassical pictures of women and pictures inspired by Greek mythology. After World War II Picasso moved towards more sombre death like pictures. He died on April 8, 1973.

Look at how Pablo Picasso has transformed (in *The Old Guitarist* picture above) an old street artist into almost a mythical figure.

PAINTING ANALYSIS

Answer the following questions.

1. Where is the old man sitting?
2. What does he look like?
3. How is his body represented?
4. In this painting there is a contrast between the rigid figure of the old man and the round shape of the guitar.
   What do you think this contrast may suggest?
5. What is the dominant colour?
6. How would you define this colour? Choose among the following adjectives: light · pale · dark · oppressive · bright.
7. How would you define the general atmosphere depicted in this painting?
8. What feelings does the painter show towards the poor man?
   Choose among the following: tenderness · cruelty · solidarity · concern · indifference · compassion · sympathy · love.

A notorious procuress from a 15th century Spanish play is the subject of one of the last great works of Picasso's Blue Period (*La Celestina*, painted in 1903).



PAINTING ANALYSIS

Answer the following questions.

1. What does this woman look like?
2. What is she wearing?
3. Do you think she is depicted in a realistic way? Why/why not?
4. Which colour prevails in the painting?
5. What can you see in the background?
6. How would you define the mood of this woman?
   Choose among the following adjectives: enigmatic · melancholic · depressed · happy · sombre · lively · sad · gloomy.

WRITING

Using your imagination write a biography of Celestina.

SPEAKING

How is old age represented in the two paintings by Pablo Picasso?

LISTENING



While listening, fill in the gaps.

PICASSO AND THE MOOD OF A PAINTING

The mood of a painting can be strongly influenced by its ..... 1.
In Picasso's 'Blue Period' (1901-1904), his blue paintings portray destitute human beings. Blue was chosen deliberately – deep and cold, signifying ..... 2 and despair – to intensify the hopelessness of the figures depicted, such as beggars, ... 3, the blind, out-of-work actors and circus folk, as well as Picasso himself and his penniless friends. At the time, Picasso even wore blue ..... 4.
The 'Blue Period' dramatises the artist as an outcast from ..... 5.

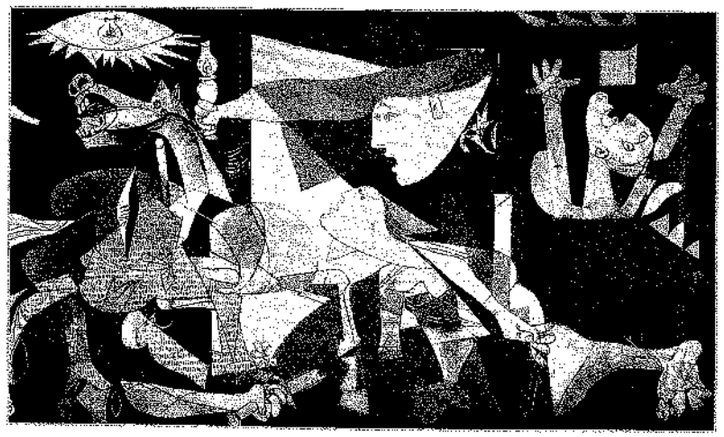
The World of Paintings

Indeed, in Paris at that time, far from family and home, Picasso is unrecognised, unappreciated and in extreme poverty. Moreover, as Jaime Sabartes, his closest friend at the time, wrote: "Picasso believed Art to be the son of Sadness and Suffering... that sadness lent itself to meditation and that suffering was fundamental to ..... 6 ... If we demand sincerity of an artist, we must remember that sincerity is not to be found outside the realm of grief."

Picasso's 'Blue Period' is further triggered by the fate of his closest ..... 7, Carlos Casagemas, whose infatuation with a girl and her rejection led to his subsequent attempt to kill her and to his own ..... 8. Picasso explained later, "It was thinking about Casagemas that got me started painting in blue."

Gradually, Picasso's colours brighten, in what has somewhat misleadingly been termed the 'Rose Period' (1904-1906). Not only soft pinks, but blues, ... 9 and greens complement these images. The emaciated figures become fuller. The new colour expresses warmth and life. Picasso's paintings are beginning to sell, and he now has a ..... 10, a lover and a life. The two periods – the 'Blue' and the 'Rose' – form a transition between the conventional art of his youth and the iconoclastic art of his ..... 11. In 1907, Picasso and Georges Braque introduce Cubism, where form no longer appears to follow the traditional ..... 12 of three-dimensional representation. The 'Blue' and 'Rose' periods remain popular because the human figure is less undistorted and more recognisable than in Picasso's Cubist works.

(Adapted from webexhibits.org)



grammar practice

IL PASSATO PROSSIMO

Il *Present Perfect* (passato prossimo) si forma con l'ausiliare *have* seguito dal participio passato. Nel caso dei verbi regolari, il participio passato coincide con il *simple past* (forma base del verbo + *-ed*), mentre nel caso dei verbi irregolari esso corrisponde alla terza voce del paradigma:

go went **gone**
sleep slept **slept**
make made **made**

FORMA AFFERMATIVA	FORMA NEGATIVA	FORMA INTERROGATIVA
I HAVE MADE	I (HAVE NOT) HAVEN'T MADE	HAVE I MADE?
YOU HAVE MADE	YOU HAVEN'T MADE	HAVE YOU MADE?
HE/SHE/IT HAS MADE	HE/SHE/IT HASN'T MADE	HAS HE/SHE/IT MADE?
WE HAVE MADE	WE HAVEN'T MADE	HAVE WE MADE?
YOU HAVE MADE	YOU HAVEN'T MADE	HAVE YOU MADE?
THEY HAVE MADE	THEY HAVEN'T MADE	HAVE THEY MADE?

Questo tempo, pur riferendosi ad azioni iniziate nel passato, esprime tuttavia un forte legame con il tempo presente e si usa nei seguenti casi:

- azioni collocate in un periodo di tempo non ancora concluso. In questo caso il verbo è spesso accompagnato da espressioni come: *this week, this morning, this year, today*;
  Es. She has been to New York three times this year. → *Quest'anno è andata a New York tre volte.*

- azioni iniziate nel passato, il cui effetto si estende al tempo presente. In questo caso il verbo è spesso accompagnato da avverbi come: *just, already, yet, recently*;
  Es. We have just arrived. → *Siamo appena arrivati.*
  My brother hasn't arrived yet. → *Mio fratello non è ancora arrivato.*

- azioni collocate in un periodo non definito del passato. In questo caso il verbo è spesso accompagnato da avverbi come *ever* e *never*.
  Es. I have never been to England. → *Non sono mai stato in Inghilterra.*
  Have you ever seen a ghost? → *Hai mai visto un fantasma?*

- Il *Present Perfect Continuous.* Diversamente dall'italiano, in inglese esiste anche il passato prossimo continuo o progressivo. Esso si forma con il passato prossimo del verbo *be* + *forma in -ing*.
  Es. I have been studying hard. → *Ho studiato molto.*
  Es. She has been reading a book. → *Lei ha letto un libro.*

Con il passato prossimo progressivo ci si riferisce ad un'azione iniziata nel passato e tutt'ora in corso, di cui si vuol mettere in risalto la durata.

Es. I have been working in the garden all afternoon. → *È tutto il pomeriggio che lavoro in giardino.*

La *forma di durata.* Per esprimere un'azione che si sta svolgendo da un certo periodo di tempo, si usa il passato prossimo accompagnato da *since* o *for*:
– *since* esprime il momento preciso in cui è iniziata l'azione;
– *for* si riferisce al periodo complessivo dell'azione.

La domanda: *Da quanto tempo...?* si traduce: *How long...?*

Es. I have been reading since three o'clock. → *Leggo dalle tre.*
I have been studying English for five years. → *Studio inglese da tre anni.*
How long have you been playing tennis? → *Da quanto tempo giochi a tennis?*
For ten years. → *Da dieci anni.*

Nelle frasi negative il passato prossimo progressivo non viene generalmente usato poiché si tratta di azioni che non si sono verificate.

Es. I haven't seen him for ages. → *Non lo vedo da secoli.*

EXERCISE *Replace the infinitives with the Present Perfect.*

1. She (to receive) ..... a present from her aunt.
2. He (to write) ..... a letter.
3. (You – to find) ..... my car keys?
4. They (to book) ..... a room for tomorrow.
5. (Alice – to buy) ..... a new car?
6. My sister (just – to leave) ..... .
7. (Your parents – to move) ..... to London?
8. They (to take) ..... the bus.
9. (John – to phone) ..... you?
10. We (to see) ..... your mother at the post office.

EXERCISE *Simple Past or Present Perfect?*

1. I ..... (never – to visit) a zoo.
2. When ..... (you – to go) to Ireland?
3. ..... (Sally – to study) hard today?
4. They ..... (not – to arrive) yet.
5. Yesterday there ..... (to be) a train strike.
6. My brother ..... (just – to leave).
7. We ..... (to start) school two weeks ago.
8. It ..... (to be) quite rainy this summer.
9. ..... (you – ever – to eat) Chinese food?
10. We ..... (to go) to Dublin last summer.

EXERCISE *Complete with 'since' or 'for'.*

1. I have been typing letters ..... an hour.
2. He hasn't seen her wife ..... a week.
3. We haven't gone out ..... last Sunday.
4. I haven't smoked a cigarette ..... last year.
5. I have known Mary ..... we were very young.
6. We have been working in the garden .... three hours.
7. Jennifer has been working in London .... last October.
8. Mr and Mrs Elliot have been living in Glasgow ..... they met.
9. I haven't gone to a pub ..... a long time.
10. I have been waiting for you ..... three o'clock.

EXERCISE *Reword the following sentences using the duration form.*

1. I learn German (for two years).
   .....
2. We play golf (since we were twenty).
   .....
3. Henry drinks beer (since he was young).
   .....
4. They know (for a long time).
   .....
5. She has a toothache (for a few days).
   .....
6. We live in this house (since 1998).
   .....
7. Jane and Jim talk on the phone (since two o'clock).
   .....
8. I don't see your sister (for ages).
   .....
9. They use the computer (since eight o'clock).
   .....
10. My mother cooks (for two hours).
    .....

EXERCISE *Complete the following questions/answers.*

1. How long .....?
   I have been living in Milan since 2004.
2. How long have you been learning English?
   .....
   for five years.
3. .....
   Tom recently?
   No, I haven't seen him for ages!
4. How long ..... your best friend?
   I have known him/her for ten years.
5. .....
   for long?
   Yes, I bought it in 1997.
6. Has it been raining for long?
   Yes, ...
   since two o'clock.

EXERCISE *Answer the following questions.*

1. How long have you known your school friends?
2. How long have you been living in your town?
3. How long have you had a mobile phone?
4. How long have you been playing football?
5. Have you ever been to London?
6. Have you ever visited a zoo?
7. Have you ever eaten Chinese food?
8. Have you ever played chess?
9. Have you ever drunk French wine?
10. Have you ever helped with the housework?

EXERCISE *Translate the following sentences into English.*

1. Da quanto tempo non vedi John? L'ho incontrato sabato scorso allo stadio.

.....

2. Dove sei stato sabato scorso?

.....

3. Mia sorella è appena arrivata.

.....

4. Siamo qui da un'ora ma i nostri amici non sono ancora arrivati.

.....

5. Da quanto tempo non vedi mio fratello?

.....

6. Non fumo da più di un anno.

.....

7. Non ho mai viaggiato da sola.

.....

8. Sei mai stato a Londra?

.....

9. I miei genitori si conoscono da quando erano piccoli.

.....

10. Il nostro treno è appena partito.

.....

EXERCISE *Find the mistake in each sentence.*

1. I have been to England in 1990.
2. Helen didn't do her homework yet.
3. I have been watching TV since two hours.
4. I have seen Jane at the supermarket yesterday.
5. Have you never seen the Tower of London?
6. How long did you know Tom?
7. Sheila just arrived.
8. The children have been played in the garden all day long.
9. Where have you been born?
10. Sarah has arrived yet.

MODULE

Human Rights 4

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- THE UNIVERSAL DECLARATION OF HUMAN RIGHTS;
- FREEDOM OF THOUGHT AND SPEECH;
- RACIAL DISCRIMINATION;
- THE AMERICAN CIVIL RIGHTS MOVEMENT;
- APARTHEID IN SOUTH AFRICA;
- THE HOLOCAUST;
- DEATH PENALTY;
- RIGHT TO EDUCATION;
- RIGHT TO WORK.

YOU WILL ALSO LEARN HOW TO SUMMARISE A TEXT. FINALLY YOU WILL REVISE FUTURE TENSES.



1 Introduction
2 Freedom of Thought and Freedom of Speech
3 Racial Discrimination
4 Death Penalty
5 Right to Education
6 Right to Work
7 The World of Painting

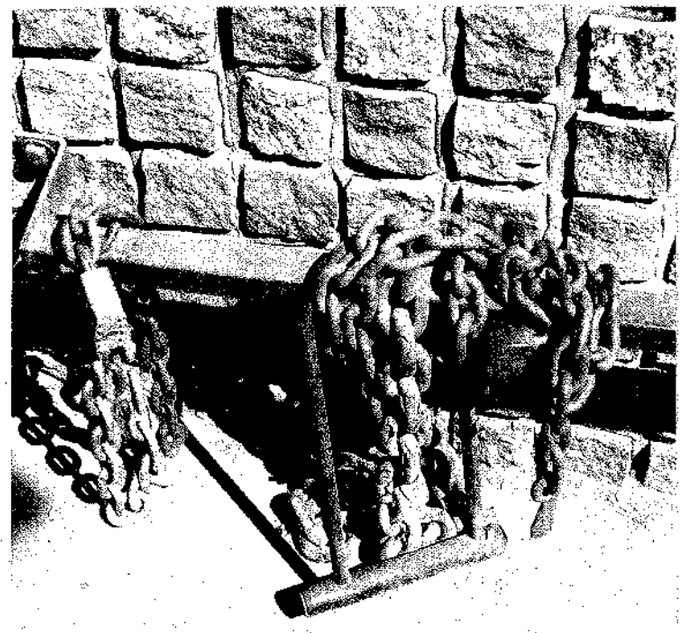
GRAMMAR PRACTICE

Azioni nel futuro

WEBBOOK LIBRO MISTO CON MATERIALI ON-LINE san marco **Web Extension**

21 The Kurds
22 Music and Taliban Repression
23 Black History Month: Racial Equality Not Black and White
24 Colour Boundaries
25 The Legacy of Nelson Mandela
26 Ghosts of Apartheid Haunt South Africa
27 Stephen Biko
28 Auschwitz
29 Women's Economic, Social, and Cultural Rights

Introduction



Disregard for human rights has resulted in barbarous acts.

By 'human rights' we refer to the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

Appalled by the barbarism of the Second World War, the *United Nations General Assembly* adopted the 'Universal Declaration of Human Rights' in 1948. Though it was not legally binding, it urged member nations to promote a number of human, civil, economic and social rights, asserting these rights are part of the "foundation of freedom, justice and peace in the world". The declaration was the first international legal effort to limit the power of states and press upon them duties to their citizens.

Following this historic act the Assembly called upon all Member countries to publicise the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Human rights commonly include:

- *liberty rights* that protect freedoms in areas such as belief and religion, association, assembling and movement;
- *security rights* that prohibit crimes such as murder, massacre, torture and rape;
- *political rights* that protect the liberty to participate in politics, to publicly express oneself and to protest;
- *due process rights* that protect against abuses of the legal system such as imprisonment without trial, secret trials and excessive punishments;
- *equality rights* that guarantee equal citizenship, equality before the law and non-discrimination;
- *welfare rights* that guarantee education, paid holidays, and protections against severe poverty and starvation;
- *group rights* that provide protection for groups against ethnic genocide.

Many states wanted to go beyond the declaration of rights and create legal covenants which would put greater pressure on states to follow human rights norms. Because some states disagreed over whether this international covenant should contain economic and social rights (which usually require a greater effort to fulfil on the part of individual states), two treaties were prepared.

In 1976, the *International Covenant on Civil and Political Rights* was adopted by the United Nations. The *International Covenant on Economic, Social and Cultural Rights* came into force in 1976. It commits 155 state parties to work toward the granting of economic, social, and cultural rights (ESCR) to individuals.

With the exception of the non-deformable human rights (the four most important are the right to life, the right to be free from slavery, the right to be free from torture and the right to be free from retroactive application of penal laws), the UN recognizes that human rights can be limited or even pushed aside during times of national emergency.

The *United Nations Human Rights Council* is involved with the investigation into violations of human rights. The *European Convention on Human Rights* defines and guarantees since 1950 human rights and fundamental freedoms in Europe. All member states of the Council of Europe have signed this Convention and are therefore under the jurisdiction of the *European Court of Human Rights* in Strasbourg.

READING COMPREHENSION

Answer the following questions.

21 What are human rights?

22 What is the 'Universal Declaration of Human Rights'?

23 What was the main purpose of the 'Universal Declaration of Human Rights'?

24 What are non-deformable human rights?

25 When can human rights be limited according to the UN?

26 What is the task of the European Convention on Human Rights?

VOCABULARY

Find in the text the equivalents of the following Italian words.

27 vincolante .....

28 cittadini .....

29 stupro .....

30 processo .....

31 morte per fame .....

32 genocidio .....

33 convenzione .....

34 trattati .....

UNIVERSAL DECLARATION OF HUMAN RIGHTS

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves[1] to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive[2] by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and

international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.
All human beings are born free and equal in dignity and rights. They are endowed with[3] reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.
Everyone is entitled to all the rights and freedoms set forth[4] in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.
Everyone has the right to life, liberty and security of person.

Article 4.
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.
Everyone has the right to recognition everywhere as a person before the law.

Article 7.
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.
Everyone is entitled in full equality to a fair[5] and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.
(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.
(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.
(1) Everyone has the right to seek[6] and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.
(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

elec

1 have made a formal, public promise
2 make a great effort
3 naturally have
4 explained
5 equal
6 to look for
7 obliged
8 time when you are not working and can relax
9 the state of being married

Article 18.
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.
(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled[7] to belong to an association.

Article 21.
(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
(2) Everyone has the right of equal access to public service in his country.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.
Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.
(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.
(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.
Everyone has the right to rest and leisure,[8] including reasonable limitation of working hours and periodic holidays with pay.

Article 25.
(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock,[9] shall enjoy the same social protection.

Article 26.
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29.
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

all human rights for all
FIFTIETH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
1948-1998

Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

READING COMPREHENSION

When a government violates national or international law related to the protection of human rights, we generally talk of 'abuse of human rights'. Look at the following cases of violations of human rights and for each of them identify the article which states that particular right.

HUMAN RIGHTS VIOLATIONS

Universal human rights are violated when:

1. An individual is denied recognition as a 'person' because of his/her race, creed, or belonging to an ethnic group. (Article ..... and Article .....)
2. Men and women are not treated as equal. (Article .....)
3. Different racial or religious groups are not treated as equal. (Article .....)
4. Life, liberty or security of person is threatened. (Article .....)
5. A person is sold as or used as a slave. (Article .....)
6. Cruel, inhuman or degrading punishment (such as torture or execution) is used on a person. (Article .....)
7. Victims of abuse are denied an effective judicial remedy. (Article .....)
8. Punishments are dealt arbitrarily or unilaterally, without a proper and fair trial. (Article .....)
9. Arbitrary interference into personal, or private lives by agents of the state. (Article .....)
10. Citizens are forbidden to leave or return to their country. (Article .....)
11. Freedom of speech or religion is denied. (Article ..... and Article .....)
12. The right to join a trade union is denied. (Article .....)
13. Education is denied. (Article .....)

CLOZE EXERCISE

Read the following short text on human rights in the past and fill in the gaps with the following words: **vote · Europe · forbidding · colonial · women · movements · laws · minorities.**

HUMAN RIGHTS IN THE PAST

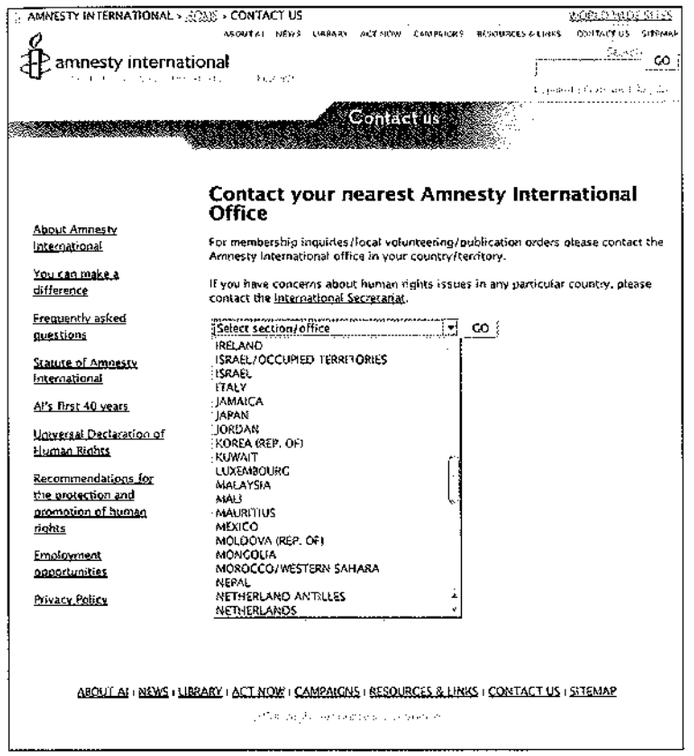
Many groups and ..... (1) have managed to achieve profound social changes over the course of the 20th century in the name of human rights. In Western ..... (2) and North America, labour unions brought about ..... (3) granting workers the right to strike, establishing minimum work conditions and ..... (4) or regulating child labour. The women's rights movement succeeded in gaining for many women the right to ..... (5). National liberation movements in many countries succeeded in driving out ..... (6) powers. One of the most influential was Mahatma Gandhi's movement to free his native India from British rule. Movements by long-oppressed racial and religious ..... (7) succeeded in many parts of the world, among them the civil rights movement, and more recent diverse identity politics movements, on behalf of ..... (8) and minorities in the United States.

(adapted from *Wikipedia*)

LISTENING



Have you ever heard of the organisation Amnesty International? While listening to the following text fill in the gaps.



ABOUT AMNESTY INTERNATIONAL

Amnesty International (AI) is a worldwide movement of people who campaign for ..... (1) recognised human rights.

AI's vision is of a world in which every person enjoys all of the human rights enshrined in the ..... (2) Declaration of Human Rights and other international human rights standards. In pursuit of this vision, AI's mission is to undertake ..... (3) and action focused on preventing and ending grave abuses of the rights to physical and ..... (4) integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights. AI is ..... (5) of any government, political ideology, economic interest or religion. It does not support or oppose any government or ..... (6) system, nor does it support or oppose the views of the victims whose rights it seeks to protect. It is concerned solely with the impartial protection of human rights.

AI has a varied network of members and ..... (7) around the world. At the latest count, there were more than ..... (8) million members, supporters and subscribers in over 150 countries and territories in every region of the world. Although they come from many different ..... (9) and have widely different political and religious beliefs, they are united by a determination to work for a world where everyone enjoys human rights. AI is a democratic, self-governing movement. Major policy ..... (10) are taken by an International Council made up of representatives from all national sections. AI's national sections, members and supporters are primarily responsible for funding the movement. No funds are sought or accepted from governments for AI's work investigating and campaigning against human rights violations.

Freedom of Thought and Freedom of Speech

1 a situation in which you can try new ideas and methods to see if they work

Freedom of thought (also called 'freedom of conscience') is the freedom of an individual to hold his/her own viewpoint and to express it, regardless of anyone else's opinion. The freedom of thought is one of the basic individual freedoms, the indispensable condition of nearly every other form of freedom. Without it, other rights such as the right to freedom of speech would be meaningless.
Freedom of speech is another fundamental right in any democracy. Democratic nations are generally full of voices expressing different or even contrary ideas and opinions, which create a free and open debate about political or other public life issues.
Citizens must be free to express themselves openly, publicly and repeatedly, both in speech and in writing in order to govern themselves in a democratic system.
For all these reasons the freedom of speech should be protected by a constitution, preventing the legislative and executive branches of government from imposing censorship.
Protests may serve as a testing ground[1] for any democracy – thus the right to peaceful assembly is essential and plays an integral part in facilitating the use of free speech.

2.1 Freedom of Thought and Totalitarian Regimes

1 based on a political system in which people have no power and are completely controlled by the government
2 complete control

Since freedom of thought is one of the fundamental principles of most democracies, its suppression is typical of totalitarian[1] and authoritarian regimes. Freedom of expression, in particular, can be limited in several ways – through censorship, arrest, book burning or propaganda.
According to the English writer George Orwell, the free expression of one's thoughts and opinions relies on the mastery[2] of a rich language and each form of political chaos is connected to the decay of language.
Orwell's various experiences with totalitarian political regimes had a direct impact on his prose, and his best-known books reflect his opposition to totalitarianism: *Animal Farm* (1945) and *Nineteen Eighty-Four* (1949). In an article entitled, "Why I Write" Orwell would explain: "Every line of serious work that I have written since 1936 has been written, directly or indirectly, against totalitarianism ...".
In the totalitarian state of Oceania, depicted in his famous novel 1984, the Party cuts the language down to the bone[3] in order to limit the freedom of thought and expression of ordinary people. Traditional language is slowly replaced by truth-denying Newspeak, the only language whose vocabulary gets smaller every year. When Newspeak is spoken by every single person it will be much easier to control everybody's mind.

3 reduces it as much as possible

Before reading cluster on the word 'language'.

Language

The destruction of words
(from George Orwell, *1984*, 1949)

'How is the Dictionary getting on?' said Winston, raising his voice to overcome the noise.
'Slowly,' said Syme. 'I'm on the adjectives. It's fascinating.'
He had brightened up[1] immediately at the mention of Newspeak. He pushed his pannikin[2] aside, took up his hunk[3] of bread in one delicate hand and his cheese in the other, and leaned across the table so as to be able to speak without shouting.
'The Eleventh Edition is the definitive edition,' he said. 'We're getting the language into its final shape – the shape it's going to have when nobody speaks anything else. When we've finished with it, people like you will have to learn it all over again. You think, I dare say, that our chief job is inventing new words. But not a bit of it! We're destroying words – scores of them, hundred of them, every day. We're cutting the language down to the bone. The Eleventh Edition won't contain a single word that will become obsolete before the year 2050.'
He bit hungrily into his bread and swallowed a couple of mouthfuls, then continued speaking, with a sort of pedant's passion. His thin dark face had become animated, his eyes had lost their mocking[4] expression and grown[5] almost dreamy.
'It's a beautiful thing, the destruction of words. Of course the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms; there are also the antonyms. After all, what justification is there for a word which is simply the opposite of some other word? A word contains its opposite in itself. Take 'good', for instance. If you have a word like 'good', what need is there for a word like 'bad'? 'Ungood' will do just as well – better, because it's an exact opposite, which the other is

1 became happier
2 a small container used for drinking
3 thick piece
4 which makes fun of something
5 become



not. Or again, if you want a stronger version of 'good', what sense is there in having a whole string of vague useless words like 'excellent' and 'splendid' and all the rest of them? 'Plusgood' covers the meaning, or 'doubleplusgood' if you want something stronger still. Of course we use those forms already, but in the final version of Newspeak there'll be nothing else. In the end the whole notion of goodness and badness will be covered by only six words – in reality only one word. Don't you see the beauty of that, Winston?' It was B.B.'s idea originally, of course; he added as an afterthought.[6]

A sort of vapid eagerness flitted across Winston's face at the mention of Big Brother. Nevertheless Syme immediately detected a certain lack of enthusiasm.

'You haven't a real appreciation of Newspeak, Winston,' he said almost sadly. 'Even when you write you're still thinking in Oldspeak. I've read some of those pieces that you write in *The Times* occasionally. They're good enough, but they're translations. In your heart you'd prefer to stick to Oldspeak, with all its vagueness and its useless shades of meaning. You don't grasp[7] the beauty of the destruction of words. Do you know that Newspeak is the only language in the world whose vocabulary gets smaller every year?'

Winston did know that, of course. He smiled, sympathetically he hoped, not trusting himself to speak. Syme bit off another fragment of the dark-coloured bread, chewed it briefly, and went on.

'Don't you see that the whole aim of Newspeak is to narrow the range of thought? In the end we shall make **thoughtcrime** literally impossible, because there will be no words in which to express it. Every concept that can ever be needed, will be expressed by exactly one word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten. Already, in the Eleventh Edition, we're not far from that point. But the process will still be continuing long after you and I are dead. Every year fewer and fewer words, and the range of consciousness always a little smaller. Even now, of course, there's no reason or excuse for committing thoughtcrime. It's merely a question of self-discipline, reality-control. But in the end there won't be any need even for that. The Revolution will be complete when the language is perfect. Newspeak is **Ingsoc** and Ingsoc is newspeak,' he added with a sort of mystical satisfaction. 'Has it ever occurred to you, Winston, that by the year 2050, at the very latest, not a single human being will be alive who could understand such conversation as we are having now?'

6 something you mention later because you did not think of it before
7 understand



KEYWORDS

Big Brother is the enigmatic dictator of the totalitarian state of Oceania.
A **thoughtcrime** is the worst crime, the one which contains all other crimes in itself.
Ingsoc stands for English Socialism and refers to the oligarchic collectivism established in Oceania.

George Orwell (1903-1950)
Eric Arthur Blair, best known by his pen name Gorge Orwell, was educated in England at Eton College. After service with the Indian Imperial Police in Burma from 1922 to 1927, he returned to Europe to become a writer. He lived for several years in poverty. His earliest experiences resulted in the book, *Down and Out in Paris and London* (1933). By 1936, Orwell had joined the Republican forces in the Spanish Civil War. He was critical of Communism but basically considered himself a Socialist. Orwell documented many of his experiences during the Spanish Civil War in his *Homage to Catalonia* (1938).
During the Second World War, Orwell wrote a weekly radio political commentary, designed to counter German and Japanese propaganda in India. Orwell died in London at the early age of forty-seven of a neglected lung ailment. He left behind a substantial body of work and a reputation for greatness.



'Except –' began Winston doubtfully, and he stopped.

It had been on the tip of his tongue to say 'Except the proles',[8] but he checked himself, not feeling fully certain that this remark was not in some way unorthodox. Syme, however, had divined[9] what he was about to say.

'The proles are not human beings,' he said carelessly. 'By 2050 – earlier, probably – all real knowledge of Oldspeak will have disappeared. The whole literature of the past will have been destroyed. Chaucer, Shakespeare, Milton, Byron – they'll exist only in Newspeak versions, not merely changed into something different, but actually changed into something contradictory of what they used to be. Even the literature of the Party will change. Even the slogans will change. How could you have a slogan like 'freedom is slavery' when the concept of freedom has been abolished? The whole climate of thought will be different. In fact there will be no thought, as we understand it now. Orthodoxy[10] means not thinking – not needing to think. Orthodoxy is unconsciousness.'

One of these days, thought Winston with sudden deep conviction, Syme will be vaporised.[11] He is too intelligent. He sees too clearly and speaks too plainly. The Party does not like such people.

8 proletarians
9 guessed
10 set of ideas that is accepted by most people to be correct and right
11 disappear

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is Syme doing at the moment?
2. Are new words being invented?
3. Which words are especially destroyed? Why?
4. What is Syme's attitude towards Newspeak?
5. Does Winston appreciate the new language too?
6. What does Syme criticise about Winston's articles in *The Times*?
7. What is the final purpose of the creation of Newspeak?
8. How can one avoid to commit thoughtcrime now? And in the future?
9. When will the Revolution be complete according to Syme?
10. What does 'orthodoxy' mean in Syme's words?
11. Why does Winston think that Syme will disappear soon?
12. How would you describe Winston's mood?

ACTIVITIES

TEXT ANALYSIS

Answer the following questions.

1. Where is the passage above set?
2. Are the characters described in detail?
3. Who tells the story?
4. Which narrative mode prevails?
5. What is the style like?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Synonym .....
2. Antonym .....
3. Range of thought .....
4. Thoughtcrime .....
5. Contradictory .....
6. Slogan .....

WRITING

Choose five adjectives and translate them into Newspeak. Then say which synonyms, antonyms etc., should be abolished according to the 'Newspeak philosophy'.

GOOD	UNGOOD	PLUSGOOD	DOUBLEPLUSGOOD
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

According to George Orwell, the manipulation of speech in the modern world could be as dangerous as the bearing of arms. Do you agree with his view? Why/why not?

ACTIVITIES

CLOZE EXERCISE

Here is the plot of 1984. *Complete it with the following words:* **old** · **tortured** · **superpowers** · **artificial** **integrity** · **totalitarian** · **sleeping** · **love** · **everywhere** · **official**.

1984

1984 tells the story of Winston Smith, a minor bureaucrat in the ..... 1 state of Oceania. War with the world's two other ..... 2, Eurasia and Eastasia, is constant, although the pattern of hostilities and alliances keeps changing. Smith works at the Ministry of Truth, rewriting ..... 3 newspaper stories to conform to current Party ideology. He uses the ..... 4 language, Newspeak, a version of English being pared down to make unorthodox opinions impossible to conceive. Privacy has vanished. Waking and ..... 5, Smith and all Party members are observed by two-way telescreens; posters ..... 6 proclaim BIG BROTHER IS WATCHING YOU. Suddenly, Smith commits a thoughtcrime: he thinks 'Down with Big Brother'. He also begins a ..... 7 affair with Julia, a co-worker at his office, another unforgivable offense. The Junior Anti-Sex League indoctrinates the virtue of celibacy; procreation will soon be carried on only through ..... 8 insemination ('Artsem' in Newspeak). All personal loyalty belongs to the Party. Winston and Julia are caught by the Thought Police and hauled off to the Ministry of Love. He is relentlessly ..... 9, then taken to Room 101, where his worst fear has been readied by interrogators. As a cage bearing a rat is being pushed toward his face, he begs that his punishment be inflicted on Julia instead. This betrayal eliminates the last trace of his human ..... 10. He has become a good Party Member.

Racial Discrimination

All human beings are born equal in dignity and rights and all form an integral part of humanity. Racism is an attitude that subordinates an individual or group because of their skin colour or racial origin. Racial discrimination can be enacted individually or institutionally. Institutional racism is a set of procedures in all sectors of society – education, housing, employment, religion, media, etc. – whose effect is to perpetuate and maintain the power, influence and wealth of one group over another.

Though discrimination is an action that typically results from prejudice, power is a necessary precondition of any form of racial discrimination, for it depends on the

ability to give or withhold[1] social benefits, facilities, services, and opportunities. When one group wants economical and/or political control over other groups, it will use exploitation and oppression to gain[2] power. To justify exploitation, oppressors usually dehumanize the other groups so as to state their superiority. This dehumanizing strategy makes it easier to hate, enslave, kill, or persecute the targeted group.

During the early part of the 20th century, the idea of racial superiority was given 'scientific' credibility through a 'science' called *eugenics*. This 'science' aimed at proving that some people were genetically superior to others, and the Nazis used this research to justify their actions.

1 to refuse to give someone something
2 to obtain

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is racism?
2. How is racism enacted institutionally?
3. What is the precondition of racism?
4. How do racists generally justify their actions?
5. What was *eugenics*?

3.1 The American Civil Rights Movement

The post-war civil rights movement challenged racial discrimination of African Americans with unprecedented energy. Resistance to racial segregation and discrimination with strategies such as civil disobedience, nonviolent resistance, marches, protests, boycotts, 'freedom rides,' and rallies[1] received national attention as newspaper, radio, and television reporters and cameramen documented the struggle to end racial inequality. There were also continuing efforts to legally challenge segregation through the courts. These peaceful forms of protest were often met with vicious[2] threats, arrests, and beatings. One hundred years after the Civil War, blacks and their white allies still pursued the battle for equal rights in every area of American life.

On July 26th, 1948, President Harry Truman issued one executive order which provided for "equality of treatment and opportunity in the armed forces without regard to race, colour, religion, or national origin." This was an important victory for the civil rights movement.

On December 1st, 1955, in Montgomery, Alabama, Rosa Parks, an African American seamstress,[3] left work and boarded a bus for home. Buses in Montgomery were segregated, with the seats in the front reserved for "whites only". Black people had to sit at the back of the bus, but if the bus was crowded, they were expected to give up their seats. As the bus became crowded, the bus driver ordered Rosa Parks to give up her seat to a white passenger. Rosa refused to give up her seat and was arrested. This fact set off a train of[4] events that generated a momentum[5] the civil rights movement had never before experienced. Local civil rights leaders were hoping for such an opportunity to test the city's segregation laws. Deciding to boycott the buses, the African American community soon formed a new organisation to supervise the boycott, the *Montgomery Improvement Association* (MIA). The young pastor of the

1 large public meetings
2 violent and cruel
3 a woman whose job is sewing and making clothes
4 a series of
5 the ability to keep increasing



Martin Luther King during the famous speech in Washington in 1963.

Dexter Avenue Baptist Church, Reverend Martin Luther King, Jr., was chosen as the first MIA leader. The boycott, more successful than anyone hoped, led to a 1956 Supreme Court decision banning segregated buses.

Martin Luther King was born in Atlanta, Georgia, on January 15th, 1929. After completing a PhD[6] in theology at Boston University in 1955, he moved to Montgomery, Alabama, in order to work as a Baptist pastor, and he soon became involved in the civil rights movement. In 1960 Martin Luther King took his young family back to Atlanta where he joined his father as co-pastor of the Ebenezer Baptist Church. The son devoted his energies almost entirely to the civil rights issue, and it was his insistence on using Gandhian, non-violent protest which made the movement so effective: in 1964 the Civil Rights bill was passed and Martin Luther King was awarded the Nobel Peace Prize; in 1965 the New Voting Rights Act was signed. King emphasised how important it was that the civil rights movement did not sink to the level of the racists they fought against. On August 28th, 1963, Martin Luther King made a rousing[7] speech to a crowd of some 250,000 people who had marched to Washington to celebrate the centenary of the emancipation of the slaves. They listened to the most eloquent expression of all that Martin Luther King Jr. and the civil rights movement stood for. "*I have a dream, that one day this nation will rise up, live out the true meaning of its creed, 'We hold these truths to be self-evident, that all men are created equal.' I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream.*"

Martin Luther King was assassinated on April 4th, 1968, while he was speaking in Memphis, Tennessee.

Thurgood Marshall was another brave civil rights lawyer during the period of racial segregation. At a time when a large portion of American society refused to extend equality to black people, Marshall realised that one of the best ways to bring about change was through the legal system. Between 1938 and 1961, he presented more

6 'Doctor of Philosophy', a university degree of very high level
7 making people feel excited and eager to do something

than 30 civil rights cases before the Supreme Court and he won 29 of them. His most important case was *Brown v. Board of Education of Topeka* (1954), which ended segregation in public schools.

By law, black and white students had to attend separate public schools. As long as schools were 'separate but equal' – providing equal education for all races – segregation was considered fair. But, in reality, white schools were far more privileged than black schools, which were largely poor and overcrowded. Marshall argued that if all students were indeed equal, why was it necessary to separate them?

The Supreme Court agreed, ruling that 'separate educational facilities were inherently unequal'.

Although *Brown v. Board of Education of Topeka* outlawed segregation in schools, many racist school systems defied the law by intimidating and threatening black students. In Little Rock, Arkansas, nine black teenagers (later known as 'The Little Rock Nine') decided to attend all-white Central High School and receive the same education offered to white students. On the first day of school, Arkansas governor Orval Faubus ordered the Arkansas National Guard to preserve order, a euphemism for keeping the nine prospective African American students out. However, on September 25th, 1957, President Dwight D. Eisenhower federalised the Arkansas National Guard and deployed troops to carry out the desegregation orders of the federal courts and to protect the black students.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What was the main goal of the American civil rights movement?
2. Which form of protest did the civil right movement employ?
3. What was the reaction of the authorities?
4. What was the first important victory for the civil rights movement?
5. Who was Rosa Parks?
6. Why was Rosa arrested?
7. What did the civil rights movement decide to do after Rosa's arrest?
8. Who led the Montgomery bus boycott?
9. Was the bus boycott successful?
10. Why was the civil rights movement so effective?
11. Who was Thurgood Marshall and what is he famous for?
12. Who were 'The Little Rock Nine'?

ROLE-PLAYING

Imagine you are Rosa Parks and explain what happened on December 1st, 1955, in Montgomery.



Rosa Parks, 1964.

SPEAKING

Explain in your own words Martin Luther King's dream.

ACTIVITIES

WRITING

Write sentences which have the same meaning as the following.

1. Rosa refused to give up her seat and was arrested.

.....

2. The son devoted his energies almost entirely to the civil rights issue.

.....

3. But, in reality, white schools were far more privileged than black schools, which were largely poor and overcrowded.

.....

4. In Little Rock, Arkansas, nine black teenagers decided to attend all-white Central High School.

.....

CLOZE EXERCISE

Read the following short text on African American sportsmen at the time of racial segregation and fill in the gaps with the following words: **hostile · bats · careers · record · catcher · threatened.**

CIVIL RIGHTS IN THE ARENA

Born in 1921 in Philadelphia, Roy Campanella was inducted into the *Baseball Hall of Fame* in 1969. Willie Howard Mays, Jr. ('Say Hey'), born in 1931 in Westfield, Alabama, was inducted ten years later. Both Campanella, who was a ..... 1 with the *Brooklyn Dodgers* for most of his professional years, and Mays, the third African American player in the 1951 *Giants* outfield, began their ..... 2 in the *Negro Baseball Leagues*. Although Jackie Robinson was the first black player in the major leagues, these other players also faced difficulties and sometimes even danger from ..... 3 players and fans.

By hitting his 715th home run in 1974, Henry Louis Aaron, born in Alabama in 1934, broke Babe Ruth's famous home run ..... 4 at the age of 40. Some whites resented an African American taking this coveted record and sent thousands of hate letters and ..... 5 Aaron's life and family as he was nearing the record. Before he retired from the *Atlanta Braves*, Aaron increased the record to 755 runs and held twelve other major league records, including most at ..... 6, most total bases, and most runs batted in. In 1969 the *Atlanta Braves* fans named 'Hank' Aaron the greatest player ever. In 1982, he was inducted into the *Baseball Hall of Fame*.



Willie Mays, standing, wearing baseball uniform, with arm around shoulders of Roy Campanella, seated.

3.2 The Harlem Renaissance

24

The Harlem Renaissance was a literary and intellectual movement that developed in the 1920s and 1930s and fostered[1] a new black cultural identity. With racial segregation still rampant[2] and economic opportunities scarce, creative expression was one of the few avenues[3] available to African Americans in the early twentieth century. The black community transformed social disillusionment into race pride through artistic expression. The years between World War I and the Great Depression were a period of prosperity for the United States, and many African Americans migrated to urban areas in the North. The Harlem section of Manhattan, which covers about three square miles, drew almost 175,000 African Americans, turning the area into the largest concentration of black people in the world.

Black-owned magazines and newspapers flourished,[4] and the white literary establishment soon became fascinated by such black writers as Langston Hughes, Zora Neale Hurston, Claude McKay, and Countee Cullen. But for the writers themselves, acceptance by the white world was less important, as Langston Hughes put it, than the 'expression of our individual dark-skinned selves'. The lifelong concern of American writer Langston Hughes with racism and its consequences permeates his poetic works, many of which draw on musical rhythms and oral and improvisatory traditions. In the poem 'I, too', which focuses on a black man's personal experience with racial discrimination, Hughes tries to explain what makes up America: no matter the colour of your skin or your religion, everyone in America has the right to feel American. Besides, the poet expresses the optimistic view that eventually in the future everyone will be equal.

abc

1 promoted
2 widespread
3 possible ways of achieving something
4 developed

Mention different forms of discrimination in contemporary society. Who might shout "I, too" today?

I, too
(from Langston James Hughes, *The Dream Keeper and Other Poems*, 1955)

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow
I'll sit at the table
When company comes.
Nobody'll dare
Say to me
"Eat in the kitchen"
Then.

Besides,
They'll see how beautiful I am
And be ashamed, -
I, too, am America.

Langston Hughes (1902-1967)
He was born in Missouri but he soon moved to other states and did many jobs.
In 1929 he graduated from Lincoln University in Pennsylvania. In the late twenties Hughes became one of the most prominent figures of the so called Harlem Renaissance. He wrote several collections of poems, The *Weary Blues* (1926), *The Negro Mother* (1931) and *Shakespeare in Harlem* (1942).
He also worked as a journalist, dramatist and novelist. His main themes were segregation and racial discrimination, though his tone was often humourous and satirical.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. How many stanzas are there in the poem?
2. Who is the speaking voice?
3. Focus on the title. Why is the word 'too' essential to understand the whole text?
4. How does the speaking voice describe himself?
5. The whole poem is based on the contrast between 'I' and 'they'. Say who/what these personal pronouns stand for.
6. What is the tone of the speaking voice like? Choose among the following adjectives: annoyed, aggressive, tired, resigned, proud, hopeful, lively, bored.
7. What is 'tomorrow' a metaphor for?
8. Is a rhyme scheme employed?

The Apartheid System in South Africa 3.3

Apartheid consisted of numerous laws that allowed a ruling white minority in South Africa to segregate, exploit and deliberately frighten the vast majority: Africans, mostly, but also Asians and Coloureds – people of mixed race.
Black people were denied basic human rights and political rights and their labour was exploited.
The roots of apartheid go back long before the National Party came to power in 1948 with the idea of systematically separating the races. South Africa was colonised by the Dutch and the English in the 17th century. Over the following centuries, the white settlers[1] used force to take control of the land and establish a system of domination over Africans who originally inhabited the region.



South Africa in 1885

abc

1 people who go to live in an area where not many people have lived before

In 1685, a law in the Cape Colony prohibited marriage between Europeans and Africans, although it did permit Europeans and mixed race people to marry.

By the mid-19th century, equality for all before the law was, in theory, a principle established by the British, regardless of the race or religion of the litigant.
In 1853, a franchise[2] was established in the Cape, determined by a person's wealth, but not restricted in any way by race; as long as you were rich enough, you could vote whether black, white or mixed race.
In the 1870s, Rhodes changed the franchise to exclude 'unwesternised' peasant farmers. Natal also briefly had a non-racial franchise, although this ended in 1896.
In the run up[3] to the creation of the Union of South Africa, the Cape Colony was alone in sending delegates who were not European to the constitutional conference. But the **Afrikaners** were determined to deprive[4] Africans and people of African ancestry of political power.
Though defeated by the British in a series of wars, the **Boers** regained the upper hand upon the formation of the Union of South Africa, formed in 1910. Under the leadership of Hendrik Verwoerd the South African government codified segregation into official apartheid policies, which kept the black majority out of almost all facets[5] of political, economic and social life. A 'Bantustan System' was fashioned to maintain separate, impoverished **homelands** for the blacks.
A turning point in African European relations was reached in 1913 when hundreds of thousands of Africans were forced off the land which they either owned or were squatting on.[6] It became compulsory to live in African 'reserves' (*Natives Land Act*). Around the same time, segregation began to be introduced into the mines so that Africans were prevented from taking jobs involving any skilled labour.



The ANC (*African National Congress*) was formed largely in response to these early segregation laws. But the momentum proved impossible to stop. In 1936 the African and mixed race people of the Cape lost the right to vote. From here on the majority of people in South Africa lost any control over the running of their country. In 1948, the National Party (NP) won the all-white elections and started passing laws enforcing a strict policy of white domination and racial segregation known as "apartheid". Nelson Mandela and many other anti-apartheid leaders were convicted and imprisoned on charges of treason.
When blacks began to resist the system, in the late 1950s, the apartheid government responded with repressive police state tactics.
Under apartheid, racist beliefs were enshrined[7] in law and any criticism of the law was suppressed. Apartheid was racism made law. It was a system dictated in the minutest detail as to how and where the large black majority would live, work and die. This system of institutionalised racial discrimination defied the principles of the *United Nations Charter* and the *Universal Declaration of Human Rights*.
In the 1960s, 3.5 million blacks were forcibly evicted from their homes and resettled in designated native "homelands".

2 legal right to vote
3 the period of time just before an important event
4 to prevent someone from having something
5 sectors
6 where they were living without permission
7 preserved and protected

25

26



KEYWORDS

Afrikaners are the white South Africans whose first language is Afrikaans.
Boers are the white South Africans who are descended from the Dutch people who settled in South Africa in the 17th century.
Homelands were territories set aside for black people as part of the policy of apartheid. They were also called 'Bantustans'.

In 1976, black students in Soweto (a district of Johannesburg) protested against a decree which forced all black schools to use Afrikaans and English as languages of instruction. Afrikaans was widely viewed by blacks as "the language of the oppressor". On the morning of June 16th, 1976, thousands of black students took part in a rally in Soweto to protest against having to learn Afrikaans. Conflict between the police and the students began almost immediately. Massive numbers of police were deployed to the area and many protesters were shot. The Soweto riots were over within a few days but, in the following weeks, violence spread across the country to other black townships.
In 1976 the United Nations unanimously condemned the elevation of one of the 'homelands', Transkei, into an independent State because it remained dependent on South Africa.
Not one country in the world recognised the new State. In 1982, almost one million black South Africans were transferred to another country – Swaziland – without their having any say in the matter.
Two weeks later, Nelson Mandela, who had devoted his life to democracy, equality and learning for all South Africans, was released from prison after serving almost 30 years for those beliefs. He was elected President of the African National Congress the following year, and in 1993 received the Nobel Peace Prize on behalf of all South Africans who had suffered and sacrificed so much to bring peace to their country. On May 10th, 1994, Nelson Mandela was elected South Africa's first black President, in that country's first truly democratic election.



Nelson Mandela as a young man and in the Robben Island prison: he spent 30 years in jail.

READING COMPREHENSION

Answer the following questions.

1. What did the apartheid system consist of?
2. When did the apartheid system date back?
3. Who were the first to colonise South Africa?
4. Who was the first leader of the Union of South Africa?
5. Where did black people live?
6. What kind of jobs could Africans take?
7. When did the majority of South Africans lose control over their country?
8. How did the government respond to the resistance of black citizens?
9. Why was apartheid a form of institutionalised racism?
10. Who was Nelson Mandela?

ACTIVITIES

READING COMPREHENSION

Complete the following chart with a timeline of South African history.

DATE	EVENT
17th century	The Dutch and English colonised South Africa
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. People of mixed race .....
2. Labour .....
3. Roots .....
4. Wealth .....
5. Delegates .....
6. Impoverished .....
7. Tactics .....
8. Democratic election .....

Two Worlds Apart 3.4

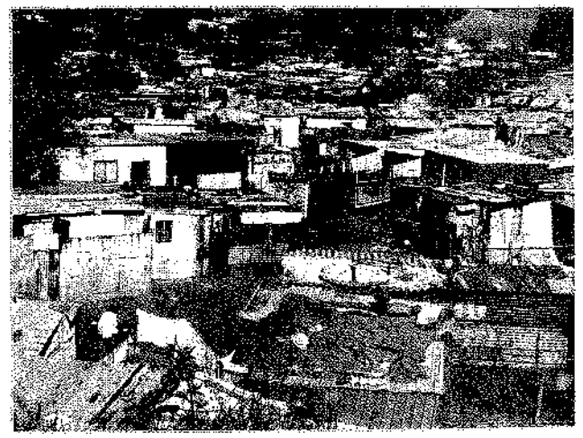
The black and white communities of South Africa lived in two completely different worlds at the time of apartheid. The whites lived in a safe, unreal world far from the reality of the townships where thousands were suffering.
Though most of the white people knew that the blacks were treated unfairly, they did not help them, either because they were too afraid or mostly because they just did not care.
The novel *A Dry White Season* by the South African writer André Philippus Brink, is the story of a white man in apartheid South Africa who is awakened to the brutality and injustice of the apartheid system and of the government's efforts to suppress any dissent.
The novel shows that sometimes, no matter what the cost and no matter how useless it may seem, one must take action to oppose injustice. The book also explores the personal cost of resisting repression that is accepted by one's community and maintained by a brutal government.

Focus on the title of the novel and try to guess its meaning.

Gordon

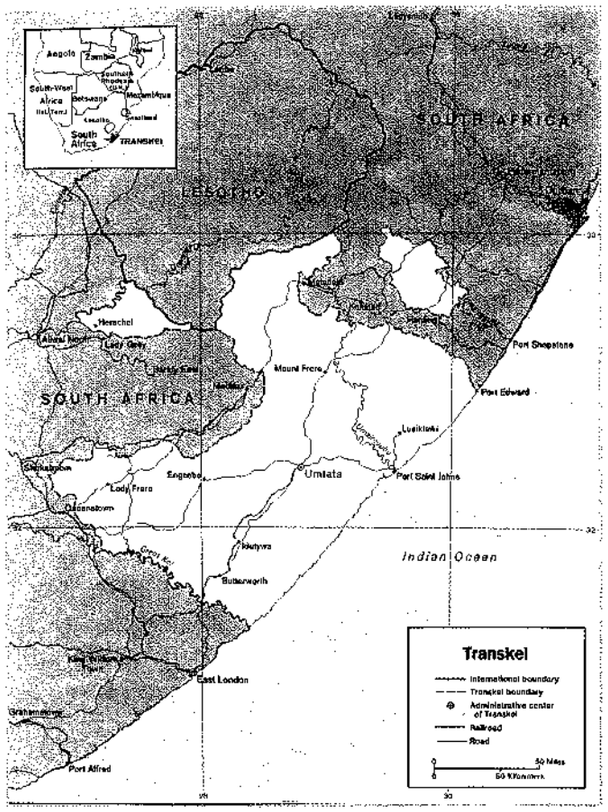
(from André Philippus Brink, *A Dry White Season*, 1979)

It all really began, as far as Ben was concerned, with the death of Gordon Ngubene. But from the notes he made subsequently, and from newspaper cuttings, it is obvious that the matter went back much further. At least as far as the death of Gordon's son Jonathan at the height of the youth riots in Soweto. And even beyond that, to the day, two years earlier – represented in Ben's papers by a receipt with a brief note scribbled[1] on it when he'd started contributing to the schooling of the then fifteen year old Jonathan.
Gordon was the black cleaner in the school where Ben taught History and Geography to the senior classes. In the older journals there are occasional references to 'Gordon N.' or just 'Gordon'; and from time to time one finds, in Ben's fastidious[2] financial statements, entries like 'Gordon – R5.00'; or 'Received from Gordon (repayment) – R5.00', etc. Sometimes Ben gave him special instructions about notes on his blackboard; on other occasions he approached him for small personal jobs. Once, when some money disappeared from the classrooms and one or two of the teachers immediately blamed Gordon for it, it was Ben who took the cleaner under his wing and instituted inquiries which revealed a group of matric boys to be the culprits. From that day Gordon took it upon himself to wash Ben's car once a week. And when, after Linda's difficult birth, Susan was out of action for some time, it was Gordon's wife Emily who helped them out with housework.



Soweto.

1 written quickly and untidily
2 meticulous



As they came to know each other better Ben discovered more about Gordon's background. As a young boy he had arrived from the Transkei with his parents when his father had found employment in the City Deep Mine. And since he showed interest in reading and writing from an early age he was sent to school – no cheap or easy undertaking for a man in his father's position. Gordon made steady progress until he'd passed Standard Two, but then his father died in a rockfall in the mine and Gordon had to leave school and start working to supplement his mother's meagre income as a domestic servant. For some time he was houseboy for a rich Jewish family in Houghton; later he found a better paid job as messenger for a firm of attorneys in the city, and then as an assistant in a bookshop. Somehow he managed to keep up his reading and the manager of the bookshop, pleased by his interest, helped him to continue his studies. In this way he eventually passed Standard Four. At that stage Gordon went back to the Transkei. A traumatic experience, as it turned out, since there was no work for him back home, apart from lending a hand with the paltry[3] farming activities of a great-uncle: planting maize, scouring[4] the veld[5] with a lean[6] dog in search of hares for meat, sitting in the sun in front of the hut. He'd left the city because he couldn't stand life there any more; but it proved to be worse on the farm. There was something fretful[7] and desultory[8] in his blood after the years he'd been away. All the money he'd brought with him had gone into 'lobola' – the dowry for a wife; and barely a year after his arrival in the Transkei he returned to the only place he really knew, Johannesburg, Gouthini. After a brief unsettled spell[9] he landed at Ben's school.

One after another his children were born: in Alexandra, then Moroka, then Orlando. The eldest was Jonathan, his favourite. From the outset Gordon had resolved to rear[10] his son in the traditions of his tribe. And when Jonathan turned fourteen he was sent back to the Transkei to be circumcised and initiated.

A year later Jonathan or Sipho, which Gordon said was his 'real' name – was back, no longer a kwedini but a man. Gordon had always spoken about this day. From now on he and his son would be allies, two men in the house. There was no lack of friction, since Jonathan obviously had a mind of his own; but on the main issue they agreed: Jonathan would go to school for as long as possible. And it was just after he'd passed Standard Six and secondary school was becoming an expensive business, that they turned to Ben for help.

Ben made enquiries at Jonathan's school and the family's church and, finding

3 unimportant
4 searching
5 high flat land covered in grass and with few trees
6 thin
7 unable to relax
8 done without any particular purpose
9 period
10 to grow

everybody in agreement on the boy's intelligence and perseverance and promise, offered to pay for Jonathan's school fees and books for as long as he continued to do well. He was quite impressed by the youngster: a thin, shy, polite boy, always neatly dressed, his shirt as starkly white as his teeth. In exchange for the financial support, Gordon saw to it that Jonathan agreed to help out in Ben's garden over weekends.

At the end of the first year there were smiles all round when Jonathan produced his school report, showing an average of over sixty per cent. As a reward for his achievement Ben gave him an old suit that belonged to his own son Johan – the two boys were roughly the same age – as well as an almost new pair of shoes and two rand[11] in cash.

But in the course of the second year Jonathan began to change. Although he was still doing reasonably well he seemed to have lost interest and often played, he no longer turned up over weekends for his stint[12] of gardening; his attitude became sullen[13] and truculent and a couple of times he was openly cheeky[14] with Ben. According to Gordon he was spending more time on the streets than at home. Surely no good could come of it.

His fears were soon realised. One day there was trouble at a beer-hall. A gang of *tsotsis* – hooligans – attacked a group of older men, and when the owner tried to throw them out they ran amok[15] in the place, smashing everything in their way. The police arrived in two vans and carted off whatever youngsters they could lay hands on in the vicinity of the beer-hall, Jonathan among them.

The boy insisted that he'd had nothing to do with the commotion, that he'd been on the scene purely by accident when the fighting broke out; but the police witnesses testified that they'd seen him with the gang. The trial was very brief. Owing to a misunderstanding Gordon didn't attend: he had been told it would take place in the afternoon but when he arrived at the courtroom it was all over. He tried to protest against Jonathan's sentence of six cuts,[16] but by that time the flogging[17] had already been administered.

11 the standard unit of money in South Africa
12 a period of time spent doing a particular job
13 angry and silent
14 rude
15 behaved in a very violent way
16 lashes
17 punishment

André Philippus Brink (born on 29th May 1935 in Vrede)
He is one of South Africa's novelists and is a Professor of English at the University of Cape Town. He began writing in Afrikaans but, when censored, began to write also in English. Interestingly, Brink writes now his works simultaneously in English and Afrikaans.
In the 1960s, he and the South African writer and painter Breyten Breytenbach were key figures in the Afrikaans literary movement known as 'Die Sestigers' ('The Sixty-ers'). This group of writers sought to use Afrikaans as a language to speak against the apartheid government, and also to bring into Afrikaans literature the influence of contemporary English and French trends. Brink's novel *Kennis van die aand* (1973) was the first Afrikaans book to be banned by the South African government.
Initially, André Brink's *oeuvre* was mainly concerned with the apartheid policy while his more recent work is generally regarded as postcolonial but his contribution to the modernisation of the Afrikaans language novel remains undiscussed.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Who was Gordon?
2. Who is Ben?
3. When and why did Ben start to protect Gordon?
4. What did Gordon's father do?
5. Why did Gordon have to leave school at an early age?
6. What did Gordon like doing in his free time?
7. Why did Gordon decide to leave the city at a certain point of his life?
8. How did Gordon rear Jonathan?
9. Who paid for Jonathan's education?
10. When did Jonathan begin to change?
11. Why was Jonathan arrested?

BOOK ANALYSIS

Answer the following questions.

1. Where is the novel set?
2. Who are the main characters?
3. Are the characters described in detail?
4. What kind of narrator is employed?
5. What is the language like?
6. Which narrative mode is prevalent in the passage above?



CLOZE EXERCISE

Read the text on Stephen Biko, a leader of the Black Consciousness Movement in South Africa, and fill in the gaps with the following words: **white** · **England** · **fight** · **1948** · **secret** · **pacifist** · **brutal** · **family** · **pride** · **exist.**

STEPHEN BIKO

Stephen Biko was a man committed to the ..... 1 against black oppression in South Africa. He was one of the founders of the *Black Consciousness Movement*, which aimed to imbue black people with a sense of ..... 2 in themselves and in their heritage. Above all, Biko was a ..... 3 and worked to avoid the violence that was prevalent in South Africa at the time of apartheid.

In 1973 Biko was made the subject of a Banning Order. A banned person in South Africa effectively ceased to ..... 4. Banned people could not travel, were forbidden to write even a private journal, and apart from ..... 5 members, they were forbidden to be with more than one person at any one time. Biko died in September 1977 from head injuries sustained during twenty-two hours of interrogation at the hands of the South African ..... 6 police.

He was 32 years old.



ACTIVITIES

Donald Woods, the editor of a liberal ..... 7 newspaper, had become Biko's close friend. His family had lived in South Africa for five generations, but Woods grew to despise the white government's oppressive policy of institutionalized racism established in ..... 8 and termed "separate development" or apartheid. He began writing a biography of Biko, illegally and in secret. The turning point in Woods' life came after Biko' ..... 9 murder. Declared a banned person himself, Woods realised that in order to publish the Biko Story he had to escape from South Africa. Disguised as a priest, he fled to ..... 10 with his family. In 1988 Richard Attenborough directed *Cry Freedom*, a motion picture based on Donald Woods' two books, *Biko* and *Asking for Trouble*, starring Denzel Washington as Stephen Biko and Kevin Kline as Donald Woods. The film was unremitting in its condemnation of the white regime in South Africa.

SONG COMPLETION



Peter Gabriel performed the song Biko *in 1988 at* Nelson Mandela's 70th birthday tribute *at* Wembley Stadium *in London. Read the text of the song and fill in the gaps with the following words:* **fire** · **eyes** · **'77** · **wind** · **weather** · **red** · **night** · **black.**

BIKO

September 1
Port Elizabeth ..... 2 fine
It was business as usual
In police room 619

Ah Biko, Biko
Because Biko
Yihla Moja, Yihla Moja
The man is dead
The man is dead

When I try and sleep at 3
I can only dream in 4
The outside world is ..... 5 and white
With only one color dead

Chorus

You can blow out a candle
But you can't blow out a 6
Once the flames begin to catch
The ..... 7 will blow it higher

Chorus

And the ..... 8 of the world
Are watching me now
Watching me now



3.5 The Holocaust

During the fourteen years following the end of World War I, the Nazi party grew from small political group to the most powerful party in Germany. Hitler's rise to power marked the beginning of a period that caused great fear and destruction.

Anti-Semitism was a major component of the Nazi ideology. The Jews were considered sub-humans, parasites, that sucked the blood of every human society they lived in and would eventually bring on the destruction of the world. The only way of redeeming humanity, therefore, was their elimination.

The anti-Jewish policy conducted by the Nazis, however, was gradual and developed over time. It began as soon as the Nazis came to power in Germany. The policy escalated gradually and was implemented later in every territory occupied by Germany.

In June 1941 the war against the Soviet Union was launched. It was perceived as a battle against Bolshevism, which was supposedly disseminated by Jews. This was probably one of the reasons for which the attack on the Soviet Union was also the beginning of the new and most extreme phase of the anti-Jewish policy – the systematic extermination of the Jews.

At first the murder was conducted by the four *Einsatzgruppen* (Task Squads) – units of the security police, that were ordered to follow the advancing army. Assisted by reserve battalions of the German police, units of the German army and members of the local population, the *Einsatzgruppen* gathered Jews and Communists, led them out of the town or village, and shot them. Some 90% of the victims in these shootings were Jewish civilians. Entire communities including women and children were annihilated.



A vast system of transportation had to be set up in order to implement these deportations.

In the course of time policies and practices of murder were developed and the murder spread to Poland and to the rest of Europe. Nevertheless the killing process was conducted in the eastern parts of Europe. Jews had to be deported from all over Europe to concentration camps in the east, where most were killed within hours from their arrival.

A vast system of transportation had to be set up in order to implement these deportations.

The railway played a crucial role in the implementation of the 'Final Solution'. The organisation and co-ordination of transports was a complicated matter, especially in a wartime setting. With the growing shortage of supplies and the priority given to military transports, the allocation of trains for the deportation of the Jews was not always easily accomplished. It took the close co-operation of all agencies – the SS (*Schutlstaffel*, German for 'protective squadron'), the civilian officials of the German Railway, the Ministry of Transportation and in some cases the Foreign Office – to overcome the difficulties and allow the transports to run so efficiently that millions of Jews could be deported to their death.

Jews from Germany were among the first to be deported from central and western Europe to the east. The systematic mass deportations began in October 1941 and eventually brought on the elimination of the German Jewish community. German Jews were deported mainly to the ghettos of Lodz and Warsaw in Poland and to Riga, Kovno and Minsk in the former Soviet territories. In those Soviet areas mass murder was already taking place. Many of the German Jews deported to these places were murdered upon arrival. In the ghettos many died from hunger and disease. The others were murdered in nearby killing sites or later on in extermination camps in Poland. In 1942 and 1943 dozens of thousands of German Jews were deported directly to extermination camps, mainly Auschwitz.

Several hundred thousand gypsies and Soviet prisoners of war were also systematically murdered in concentration camps.

The tragic details of the crimes committed inside the concentration camps remained obscure until the liberation of those extermination sites and the further revelations during the Nuremberg War Trials after the war.

READING COMPREHENSION

Answer the following questions.

1. When did the Nazi party become the most powerful party in Germany?
2. What is anti-Semitism?
3. How did the policy against the Jews developed over time?
4. What were the *Einsatzgruppen*?
5. Where were the Jews deported to be eliminated?
6. Who else was systematically killed in concentration camps?

VOCABULARY

Find in the text synonyms for the following words.

1. Developed .....
2. Destruction .....
3. Spread .....
4. Destroyed .....
5. Wide .....
6. Established .....
7. Complex .....
8. Unknown .....

THINKING

Explain the meaning of Friedlander's statement citing recent examples of evil actions in contemporary society.

"In a world where humans are free to do right and to do wrong there will always be evil actions. If the Holocaust is to teach us anything, it must be a realisation that one has to speak out against evil. Even a limited, uncertain anguished fight against the darkness is better than surrendering to the evils of the past and the present day."

(Rabbi Albert Friedlander)

3.6 A Never-Ending Persecution

Since the exodus[1] from Palestine in the 1st century, many Jews had taken the nationality of whichever country they grew up in. They have lived in Europe for nearly 2,000 years. Throughout that time they have frequently experienced racist hostility and persecution. From the end of the 19th century many Jews hoped to emigrate to Palestine, but this was not easy as the country was also the home of the Arab Palestinians.
In the 1920s, German Jews began to face anti-Semitism from the Nazi (Nationalist) political party, led by Adolf Hitler. When he came to power in 1933, he introduced laws which, step by step, deprived German Jews of their human rights; after 1939 the Nazis organised a systematic programme to deprive them of their lives as well. This included forming death squads who, under cover of the Second World War, hunted down Jews (especially in Poland and Russia) in order to kill them.
In the 1930s many German Jews looked for refuge – i.e. they became refugees – abroad. At first they were received kindly, but as war approached many countries became reluctant to take them, at least in large numbers, and made immigration more difficult.
In *Refugee Blues* the poet W.H. Auden deals with the tragic condition of German Jews and of refugees in general. A refugee is a person who has to flee to another country to escape being persecuted for his/her religion or political views, or to escape war. In this poem Auden employs the main characteristics of a blues lyric, such as the variations on a single theme, the powerful ending, and the sad, melancholy tone.

1 a situation in which a lot of people leave a particular place at the same time

Can you think of any refugees of our times? What are they trying to escape?

Refugee Blues
(from W.H. Auden, *Collected Shorter Poems*, 1927-1957)

Say this city has ten million souls,
Some are living in mansions,[1] some are living in holes:
Yet there's no place for us, my dear, yet there's no place for us.

Once we had a country and we thought it fair,[2]
Look in the atlas and you'll find it there:
We cannot go there now, my dear, we cannot go there now.

In the village churchyard there grows an old yew,
Every spring it blossoms anew;[3]
Old passports can't do that, my dear, old passports can't do that.

The consul[4] banged the table and said:
'If you've got no passport, you're officially dead';
But we are still alive, my dear, but we are still alive.

Went to a committee;[5] they offered me a chair;
Asked me politely to return next year:
But where shall we go today, my dear, but where shall we go today?

Came to a public meeting; the speaker got up and said:
'If we let them in, they will steal our daily bread';
He was talking of you and me, my dear, he was talking of you and me.

1 very large houses
2 reasonable and acceptable
3 again
4 an official appointed by a country to represent its citizens in another
5 a group of people chosen to make decisions
6 a dog with thick curly hair
7 port

Wystan Hugh Auden (1907-1973) This Anglo-American poet was one of the key figures among the so-called 'poets of the Thirties' who dealt with social themes. He considered poetry as 'a game of knowledge', the craft of a man in love with words. In 1937 he went to Spain to support the Republicans in the Civil War. His poetical vision was anti-romantic and anti-sentimental and he thought that a poet must be capable of cold, almost scientific detachment. After his religious conversion his poetry became more philosophical and meditative and dealt with such religious problems as sin and salvation.

Among his most successful collections of poems are *Poems* (1930), *Look, Stranger!* (1936), *Another Time* (1940), The *Age of Anxiety* (1948).



Thought I heard the thunder rumbling in the sky;
It was Hitler over Europe, saying: 'They must die';
We were in his mind, my dear, we were in his mind.

Saw a poodle[6] in a jacket fastened with a pin,
Saw a door opened and a cat let in:
But they weren't German Jews, my dear, but they weren't German Jews.

Went down the harbour[7] and stood upon the quay,
Saw the fish swimming as if they were free:
Only ten feet away, my dear, only ten feet away.

Walked through a wood, saw the birds in the trees;
They had no politicians and sang at their ease:
They weren't the human race, my dear, they weren't the human race.

Dreamed I saw a building with a thousand floors,
A thousand windows and a thousand doors;
Not one of them was ours, my dear, not one of them was ours.

Stood on a great plain in the falling snow;
Ten thousand soldiers marched to and fro:
Looking for you and me, my dear, looking for you and me.

READING COMPREHENSION

Answer the following questions.

1. What is the main theme of Auden's poem?
2. Why do you think Auden chose the blues song for his poem?
3. What does the line "Some are living in mansions, some are living in holes" mean?
4. Which country does line 4 refer to?
5. Why are the Jews' passports defined 'old'?
6. Why was there resistance to strangers in the various countries receiving Jewish immigrants?
7. How were the Jewish treated?

TEXT ANALYSIS

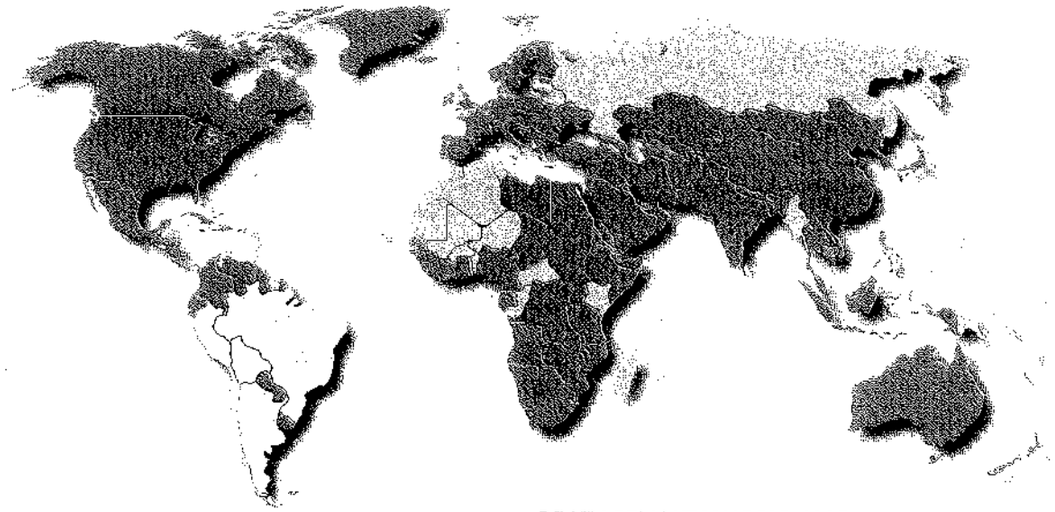
Answer the following questions.

1. Who is the speaking voice?
2. Is a rhyme scheme employed?
3. Which syntactical devices are used?
4. What is the effect of the repetitions?
5. Can you find any metaphors in the poem? What do they stand for?
6. List some of the contrasting images the poem is based on.

Death Penalty

Death penalty, also called capital punishment, is the execution[1] of a convicted criminal by the state as punishment for crimes known as capital crimes or capital offences. Historically, the execution of criminals and political opponents was used by almost all societies – both to punish crime and to suppress political dissent.[2]
Since World War II there has been a consistent trend towards abolishing the death penalty. Nowadays almost all European and many Pacific Area states (including Australia and New Zealand) and Canada have abolished capital punishment. In Latin America, most states have completely abolished the use of capital punishment, while some countries, like Brazil, allow for capital punishment only in exceptional situations, such as treason committed during wartime. The United States, Guatemala, most of the Caribbean and the majority of democracies in Asia (e.g. Japan and India) and Africa (e.g. Botswana and Zambia) still have it.
In most places that practice capital punishment today, the death penalty is reserved as punishment for premeditated murder, espionage, treason, or as part of military justice. In some countries, sexual crimes, such as adultery and sodomy, carry the death penalty, as do religious crimes such as apostasy, the formal renunciation of one's religion. In many retentionist countries,[3] drug trafficking is also a capital offense. In China human trafficking and serious cases of corruption are also punished by the death penalty.

1 killing as a legal punishment
2 opposition
3 countries that use the death penalty
4 stopping of an activity for a period of time
5 intended to be used or accepted for a short time only



DEATH PENALTY WORLD MAP

- *Abolished for all crimes*
- *Abolished for crimes not committed in exceptional circumstance (such as in war time)*
- *Abolished in practice*
- *Legal form of punishment for certain offences*

A number of regional conventions prohibit the death penalty, most notably, the 'Sixth Protocol' (abolition in time of peace) and the 'Thirteenth Protocol' (abolition in all circumstances) to the 'European Convention on Human Rights'.
Several international organizations have made the abolition of the death penalty a requirement of membership, most notably the European Union (EU) and the Council of Europe. The EU and the Council of Europe are willing to accept a *moratorium*[4] as an *interim*[5] measure. Thus, while Russia is a member of the Council of Europe, and practices the death penalty in law, it has not made use of it since becoming a member of the Council. Other states, while having abolished *de jure* the death penalty in time of peace and *de facto* in all circumstances, have not ratified the *Thirteenth Protocol* yet and therefore have no international obligation to refrain from using the death penalty in time of war or imminent threat of war (Armenia, France, Italy, Latvia, Poland and Spain). Albania is the most recent to ratify it with the effective date of June 1st, 2007.

(Adapted from *Wikipedia*)

ACTIVITIES

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1 Criminals were generally executed in ancient times. T ☐ F ☐
2 Many countries abolished the death penalty after World War I. T ☐ F ☐
3 Brazil has retained the death penalty for capital crimes. T ☐ F ☐
4 In Asia many countries practice the death penalty. T ☐ F ☐
5 China has abolished the death penalty in recent times. T ☐ F ☐
6 The European Convention on Human Rights prohibits the death penalty. T ☐ F ☐
7 If a country wants to join EU it must abolish the death penalty. T ☐ F ☐
8 In Italy the death penalty can be used only in time of war. T ☐ F ☐

WRITING

Write sentences which have the same meaning as the following.

1 Since World War II there has been a consistent trend towards abolishing the death penalty.

.....

2 A number of regional conventions prohibit the death penalty.

.....

3 Several international organisations have made the abolition of the death penalty a requirement of membership.

.....

Activities

GRAMMAR & VOCABULARY

Read the text below on abolitionism and fill in the gaps with the following words: **futility · capital · instruments · Michigan · event · banned · enlightened · book · twelve · execution.**

A BRIEF HISTORY OF ABOLITIONISM

The death penalty was briefly ..... [1] in China between 747 and 759. In England, a public statement of opposition was included in *The Twelve Conclusions of the Lollards*, written in 1395. More recent opposition to the death penalty stemmed from the ..... [2] of the Italian Cesare Beccaria *Dei Delitti e Delle Pene* (*On Crimes and Punishments*), published in 1764. In this book, Beccaria aimed to demonstrate not only the injustice, but even the ..... [3] from the point of view of social welfare, of torture and the death penalty. Influenced by the book, Grand Duke Leopold II of Habsburg, famous ..... [4] monarch and future Emperor of Austria, abolished the death penalty in the then-independent *Granducato di Toscana* (*Tuscany*), the first permanent abolition in modern times. On 30th November 1786, after having *de facto* blocked .... [5] executions (the last was in 1769), Leopold promulgated the reform of the penal code that abolished the death penalty and ordered the destruction of all the ..... [6] for capital execution in his land. In 2000 Tuscany's regional authorities instituted an annual holiday on 30th November to commemorate the ..... [7]. The event is also commemorated on this day by 300 cities around the world celebrating the 'Cities for Life Day'.

Abolition of the death penalty was not common and was viewed as unnecessary. The Roman Republic went out on a limb and banned capital punishment. In 1849, this made the Roman Republic the first ever to ban capital punishment. However, Venezuela followed suit and in 1863 abolished the death penalty and Portugal did so in 1867. The last ..... [8] in Portugal had taken place in 1846.

In the United States, the state of ..... [9] was the first state to ban the death penalty, on March 1st, 1847. The 160-year ban on capital punishment has never been repealed. Currently, ... [10] states of the US and the District of Columbia ban capital punishment.

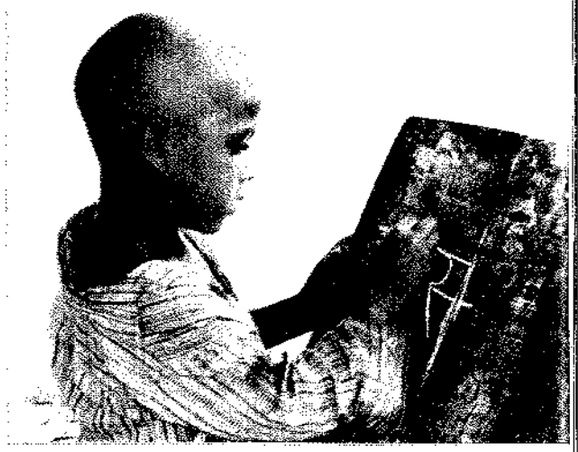
Right to Education

Every human being has the right to education, training and information. This fundamental right is explicitly set out in many international human rights treaties such as the 'Universal Declaration of Human Rights', the 'International Covenants', and the 'Convention of the Rights of the Child'. Education aims at enabling all people to participate effectively in a free society and promoting understanding and tolerance among them. For these reasons, education should be considered as a process by which human beings and societies can reach their fullest potential, and governments should take active steps to eliminate illiteracy and to promote the goal of universal access to primary and secondary education.

Education is not only a human right but also an essential tool to achieve the goals of equality, development and peace.

Quality education for all is fundamental to ensuring that people of all ages are able to develop their full potential and to participate in the social, economic and political processes of human settlements.

> *"Education is empowerment. It is the key to establishing and reinforcing democracy, to development which is both sustainable and humane and to peace founded upon mutual respect and social justice. Indeed, in a world in which creativity and knowledge play an ever greater role, the right to education is nothing less than the right to participate in the life of the modern world".*
>
> (Amman Affirmation, 1996)



All over the world, schools are at the centre of almost every struggle over cultural identity and governments use schools to instill common values and to create citizens.

Besides, education is one of the most important variables for economic development. According to the data provided by the United Nations, 99.9% of developed countries' population completed their primary education, while the percentage is only around 60% in least developed countries. Only 31.2% of least developed countries' population completed their secondary education.

In developing countries, in particular, a difficult access to education has created a gender gap between men and women, especially in terms of income.

VOCABULARY

Find in the text the equivalents of the following Italian words.

1. formazione .....
2. tolleranza .....
3. analfabetismo .....
4. strumento .....
5. potenziale .....
6. identità culturale .....
7. paesi in via di sviluppo .....
8. reddito .....

Answer the following questions.

1. What is the main goal of education?
2. What is the task of governments as far as education is concerned?
3. Why is education important even from an economic point of view?

MASAI GIRLS FIGHT TO STAY AT SCHOOL

The Masai (numbering about 400,000) are a tribe of cattle herders who live in East Africa and follow their animals on seasonal migrations. Masai girls in Kenya are battling to remain pupils instead of becoming young wives.



The harsh[1] reality of economics means that many Masai girls are taken out of school at an early age by their family. Girls are traditionally considered old enough to marry at 12 or 14, and parents receive a dowry of cattle when they marry. For the traditional Masai family keeping a girl at school makes no economic sense.

Now teachers at the Africa Inland Church School in the Kajiado region are trying to help those girls who want to continue their learning, rather than get married. Most of the 649 pupils at the boarding school are Masai. Among them are some who have had to fight for their education.

Christine Shuaka was 15 when her family said she had to get married, but she refused. She told her parents she loved school, and wanted to be a doctor: 'I said no. I said I should be educated first and then after I could marry – I would have enough worth to be married. My parents did not want me to continue my education.'

But to rebel and stay at school the girls have to take drastic[2] steps. Often they have to run away from the family home and they consider the Africa Inland Church School a safe place to run away to.

Priscilla Nangurai is the school's headmistress: 'They know they have a right to education. The school has become a safe place, and that encourages them, and gives them courage to run away and come to school. It's not very easy (for them). They arrive and sob.' Even with laws which give every child the right to schooling attitudes within the Masai are only slowly changing, and often government officials have to step in.[3] About half the Masai girls are taken out of education to get married. Mosiany Mpoye married his wife when she was 10, but they want their teenage daughters to stay at school: 'I'd like my daughters to be prominent in government. They will not lack anything because they will have an education.'

But despite the high hopes, school fees are expensive, and the parents say they may have to take them out of school and marry them off.

(Adapted from *BBC News*)

1 severe
2 extreme
3 to intervene

READING COMPREHENSION

Answer the following questions.

1. Why are Masai girls taken out of school when still very young?
2. What did Christine Shaka do when she was 15?
3. Who is Priscilla Nangurai?
4. What is the attitude of Mosiany Mpoye towards school?

ROLE-PLAYING

Imagine you are Christine Shaka and talk about your experience.

WRITING

Write a summary of the text above. You can follow the guidelines below.

HOW TO WRITE A SUMMARY

Read the passage carefully. Determine its structure. Identify the author's purpose in writing. (This will help you to distinguish between more important and less important information.)

Re-read, label, and underline. This time divide the passage into sections or stages of thought. The author's use of paragraphing will often be a useful guide. Label, on the passage itself, each section or stage of thought. Underline key ideas and terms.

Write one-sentence summaries, on a separate sheet of paper, of each stage of thought.

Write a thesis – a one-sentence summary of the entire passage. The thesis should express the central idea of the passage, as you have determined it from the preceding steps. You may find it useful to keep in mind the information contained in the lead sentence or paragraph of most newspaper stories – the what, who, why, where, when, and how of the matter.

Write the first draft of your summary by (1) combining the thesis with your list of one-sentence summaries or (2) combining the thesis with one-sentence summaries plus significant details from the passage. In either case, eliminate repetition and less important information. Eliminate minor details, or generalise them. Use as few words as possible to convey the main ideas.

Check your summary against the original passage, and make whatever adjustments are necessary for accuracy and completeness.

Revise your summary, inserting transitional words and phrases where necessary to ensure coherence. Check for style. Avoid series of short, choppy sentences. Combine sentences for a smooth, logical flow of ideas. Check for grammatical correctness, punctuation, and spelling.

(Adapted from *Writing and Reading Across the Curriculum*, by L. Behrens and L. Rosen)

Right to Work

The right to work gives everyone the opportunity to earn a living wage in a safe environment and requires governments to take effective steps to realise that right over time.

Discrimination in access employment is strictly forbidden, including distinctions, exclusions, or preferences, on the grounds of race, colour, sex, nationality, political opinion, social origin, age, or sexual orientation.

Besides, there must be equal pay for equal work, meaning that two people having the same type of job cannot receive different salaries. There must also be equal opportunity for promotion. Besides, arbitrary dismissal[1] is forbidden and there must be adequate domestic resources for redress[2] if a worker is arbitrarily dismissed.

As with every human right, the right to work entails the following obligations:

- *respect* – the obligation to respect requires governments to refrain from interfering directly or indirectly with the enjoyment of the right to work;
- *protect* – the obligation to protect requires governments to prevent third parties, such as corporations, from interfering in any way with the enjoyment of the right to work;

1 removal from one's job
2 money that someone pays you because they have caused you harm or damaged your property



3 money you earn
4 a situation in which a company does not allow workers to go back to work until they accept the employer's conditions
5 the act of helping something progress

- *fulfil* – the obligation to fulfil requires governments to adopt the necessary measures to achieve the full realisation of the right to work.

Another minimum requirement is freedom of association, which means that everyone has a right to join free trade unions. Unions have the right to strike and function freely.

A **trade union** or **labour union** is an organised group of workers . These organisations may include individual workers, professionals, past workers, or the unemployed. The main purpose of these organisations is to represent the interests of people at work and negotiate with employers for better terms and conditions for their members.

Over the last three hundred years, trade unions have developed into a number of forms, influenced by differing political and economic regimes. The immediate objectives and activities of trade unions vary, but may include:

- *provision of benefits to members* – early trade unions, like *Friendly Societies*, often provided a range of benefits to insure members against unemployment, ill health, old age and funeral expenses. In many developed countries, these functions have been assumed by the state; however, the provision of professional training, legal advice and representation for members is still an important benefit of trade union membership;
- *collective bargaining* – where trade unions are able to operate openly and are recognized by employers, they may negotiate with employers over wages[3] and working conditions;
- *industrial action* – trade unions may organise strikes or resistance to lockouts[4] in furtherance[5] of particular goals;
- *political activity* – trade unions may promote legislation favourable to the interests of their members or workers as a whole. To this end they may pursue campaigns,

undertake lobbying, or financially support individual candidates or parties (such as the Labour Party in Britain) for public office.

Trade unions have sometimes been seen as successors to the guilds of medieval Europe, though the relationship between the two is disputed.

Medieval guilds existed to protect and enhance[6] their members' livelihoods through controlling the instructional capital of artisanship and the progression of members from apprentice to craftsman, journeyman, and eventually to master and grandmaster of their craft. They also facilitated mobility by providing accommodation for guild members travelling in search of work. Guilds exhibited some aspects of the modern trade union, but also some aspects of professional associations and modern corporations. Additionally, guilds, like some craft unions today, were highly restrictive in their membership and included only artisans who practised a specific trade. Many modern labour unions tend to be expansionistic, and frequently seek to incorporate widely disparate kinds of workers to increase the leverage[7] of the union as a whole.

A contemporary labour union might include workers from only one trade or craft, or might combine several or all the workers in one company or industry.

Unions may organise a particular section of skilled workers (craft unionism), a cross-section of workers from various trades (general unionism), or attempt to organise all workers within a particular industry (industrial unionism). These unions are often divided into 'locals', and united in national federations. These federations themselves will affiliate with Internationals, such as the *International Trade Union Confederation*.

In many countries, a union may acquire the status of a 'juristic person' (an artificial legal entity), with a mandate to negotiate with employers for the workers it represents. In such cases, unions have certain legal rights, most importantly the right to engage in collective bargaining with the employer (or employers) over wages, working hours, and other terms and conditions of employment. The inability of the parties to reach an agreement may lead to industrial action, culminating in either strike action or management lockout, or binding arbitration.

6 improve
7 influence

ACTIVITIES

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1. Everyone should have the opportunity to have a job. T ❑ F ❑
2. Governments must respect everyone's right to work. T ❑ F ❑
3. Corporations are allowed to interfere with the right to work. T ❑ F ❑
4. All workers can join free trade unions. T ❑ F ❑
5. A trade union can include only individual workers. T ❑ F ❑
6. Trade unions cannot negotiate with employers. T ❑ F ❑

SPEAKING

Talk about the main goals and activities of trade unions.

ACTIVITIES

WRITING

Write sentences which have the same meaning as the following.

1. There must be adequate domestic resources for redress if a worker is arbitrarily dismissed.

   .....

   .....

2. Over the last three hundred years, trade unions have developed into a number of forms.

   .....

   .....

3. Trade unions have sometimes been seen as successors to the guilds of medieval Europe.

   .....

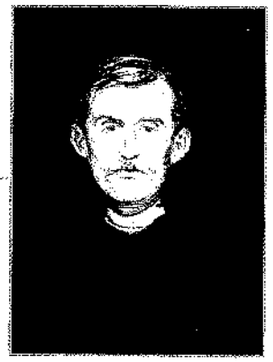
   .....

4. The inability of the parties to reach an agreement may lead to industrial action.

   .....

   .....

THE WORLD OF PAINTING



Edvard Munch, Self-portrait, 1895

Edvard Munch (1863-1944)

The Norwegian painter Edvard Munch is considered as a pioneer of the Expressionist movement in modern painting.

He grew up in Oslo, then called *Christiania*, the son of a deeply religious military doctor and of a woman who died of tuberculosis when Edvard was only five. His older sister died of the same disease at the age of 15. A younger sister was diagnosed with mental illness at an early age.

After a year at a Technical School, Munch started studying art. He studied the old masters and in 1885 he went on a short study tour to Paris. In 1889 he went to Paris again, where for a short time he was a pupil of the French painter Léon Bonnat, and drew inspiration from the city's art life. At that time a Post-Impressionist breakthrough was in progress along with different anti-naturalist experiments. At the Autumn Exhibition in Christiania in 1891 Munch showed works influenced by French Synthetism. "Nature is formed by one's state of mind", he wrote in that period. The impressions of the soul, and not those of the eyes, were Munch's main interest.

In autumn 1892 Munch was invited to show his paintings to the Artist's Association of Berlin. The general public and the older painters interpreted Munch's art as an anarchist provocation, and the exhibition was closed in protest. After spending some years in Berlin, in the spring of 1896, Munch left Berlin and settled down in Paris, where he devoted greater attention to the graphic medium. The turn of the century was a period of restless experimentation for

Munch. A more colourful and decorative style manifested itself in his paintings. Unfortunately artistic success was accompanied by personal conflicts. Alcohol had become a problem, and Munch was so emotionally unstable that he entered a clinic for treatment in 1908. In 1909, discharged from the clinic, he went back to Norway where he remained, except for some travels through Europe, until he died in 1944.

The most popular picture of Munch is *The Scream*. When he was asked what had inspired him to do this painting, he replied, "One evening I was walking along a path, the city on one side of me and the fjord below. I felt tired and ill. I stopped and looked out across the fjord. The sun was setting, the clouds were turning blood red. I felt a scream passing through nature. It seemed to me that I could hear the scream. I painted this picture; painted the clouds as real blood. The colours screamed".



PAINTING ANALYSIS

Answer the following questions.

1. What can you see in the foreground? And in the background?
2. What does the man in the foreground look like?
3. What is the man in the foreground doing?
4. How would you define the man's mood?
5. How would you define the attitude of the two people behind the man in the foreground?
6. Which colours are employed? What is their effect?
7. What do you think the man is a symbol of?
8. What feelings does this painting arouse in you?

SPEAKING

The man screaming in the picture seems to feel like he is going insane. What do you think the reasons for such insanity could be?

THE WORLD OF PAINTING

LISTENING



While listening to the following text about Expressionism fill in the gaps.

WHAT IS EXPRESSIONISM?

Expressionism is an artistic style developed in the ..... 1 years of the 20th century in which the artist attempts to depict not objective reality but rather the ..... 2 emotions and responses that objects and events arouse in him. He accomplishes his aim through distortion, exaggeration, intense ..... 3, disjointed forms and fantasy and through the vivid, violent, or ..... 4 application of formal elements.

In a broader sense Expressionism is one of the main currents of art in the later 19th and the 20th centuries, and its qualities of highly subjective, personal, spontaneous self-expression are typical of a wide range of ..... 5 artists and art movements.

Unlike Impressionism, its goals were not to reproduce the impression suggested by the surrounding world, but to strongly impose the artist's own ..... 6 on the world's representation.

The expressionist artist substitutes for the visual object's reality his own image of this object, which he feels as an accurate representation of its ..... 7 meaning. The search for harmony and forms is not as important as trying to achieve the highest expressive intensity, both from the aesthetic point of view and according to ideas and human critics.

Expressionism asserted itself mostly in Germany. As an ..... 8 movement, expressionism has also been thought of as inheriting from certain medieval artistic forms and, more directly, Cézanne, Gauguin, ... 9 and the fauvism movement.

The most well known German expressionists are Max Beckmann, Otto Dix, Lionel Feininger, George Grosz, Ernst Ludwig Kirchner, August Macke, Emil Nolde and Max Pechstein; the Austrian Oskar Kokoschka, the Czech Alfred Kubin and the ..... 10 Edvard Munch are also related to this movement. During his stay in Germany, the Russian Kandinsky was also an expressionism addict.

(Adapted from *Art Industri*)

grammar practice

AZIONI NEL FUTURO

Abbiamo già visto (Grammar Practice Module 1) che, per esprimere un piano futuro già organizzato e certo, l'inglese ricorre al *Present Continuous* (*to be* + forma in *-ing*). Per formulare, invece, una previsione, per parlare di un evento non certo o per esprimere una decisione presa sul momento, si ricorre agli ausiliari **shall/will** seguiti dalla forma base del verbo.

Si tenga presente che *shall* si usa solo per la prima persona singolare e plurale, mentre per tutte le altre persone si ricorre a *will*. Nella lingua parlata e in contesti informali si tende tuttavia ad utilizzare *will* per tutte le persone, spesso contratto in *'ll*. Nelle frasi negative *will not* si contrae in *won't*, *shall not* in *shan't*. Nella forma interrogativa *shall* e *will* si antepongono al soggetto.

Es. I think it will rain tomorrow. → *Penso che domani pioverà.*
How much will you pay for the tickets? → *Quanto pagherai per i biglietti?*
Oh, it's late. I'll go to bed. → *Oh, è tardi. Vado a letto.*

Se si vuole invece parlare di un'intenzione o di un progetto futuro, si usa la forma verbale *to be going to* seguita dalla forma base del verbo.

Es. What are you going to do after school? → *Cosa hai intenzione di fare dopo la scuola?*
I'm going to study medicine. → *Studierò medicina.*

To be going to è usato anche per parlare di eventi imminenti che non dipendono dalla nostra volontà.

Es. It's going to rain. → *Sta per piovere.*

EXERCISE *Write questions and answers using 'shall/will'.*

1 Where – Jane – to go – next Saturday
(q) ..... ?
(a) .....

2 What – you – to cook – for dinner
(q) ..... ?
(a) .....

3 What – your brother – to do – next weekend
(q) ..... ?
(a) .....

4 Who – Helen – to invite – to her birthday party
(q) ..... ?
(a) .....

5 What time – the plane – to arrive
(q) ..... ?
(a) .....

6 When – Alice – to start work – tomorrow
(q) ..... ?
(a) .....

7 How – you – to get – to the airport
(q) ..... ?
(a) .....

8 When – you – to call – your sister
(q) ..... ?
(a) .....

9 What – you – to wear – tomorrow
(q) ..... ?
(a) .....

10 What – your mother – to prepare – for us
(q) ..... ?
(a) .....

EXERCISE *Complete the following sentences with the correct form of 'to be going to'.*

1 What ..... (you – to buy) for Tom's birthday?
2 Sally ..... (to study) languages at university.
3 I ..... (to rent) a car.
4 Paula ..... (to work) as a teacher.
5 ..... (you – to drive) to work ?
6 They ..... (to go out) after dinner.
7 Paul and Eve ..... (to leave) for the States next month.
8 John ..... (to take) the driving licence next year.
9 My sister ..... (to spend) her summer holidays in southern France.
10 ..... (he – to apologise) with his girlfriend?

EXERCISE *Put the verb into the correct tense – 'will' or Present Continuous?*

1 I don't think my mother ..... (to help) my father in the garden.
2 It ..... (to start) to snow. I ..... (to go) home.
3 I'm sure he ..... (to pass) his final exam.
4 Tomorrow morning we ..... (to leave) at six o'clock from Charing Cross Station.
5 I think Judith ..... (to have) a brilliant career.
6 Next Sunday I ..... (to watch) the tennis match on TV.
7 I like this belt. I ..... (to buy) it.
8 Sam ..... (to study) German next term because he wants to go to Germany next summer.
9 I hope it ..... (to be) sunny on Saturday.
10 I don't think our team ..... (to lose) the match.

EXERCISE *Put the verb into the correct tense: 'to be going to', Present Continuous or 'shall/will'?*

Tom: Why ..... (you/to clean) the house, Jane?
Jane: Because I ..... (to give) a party the day after tomorrow.
Tom: Who ..... (you/to invite)?
Jane: I think I ..... (to invite) all my friends. Do you want to come?
Tom: I'm sorry, I can't. Tomorrow I ..... (to leave) for London on a business trip and I don't know when I ..... (to be) back.
Jane: How ..... (you/to get) there?
Tom: By train. I hope I ..... (to get) there in time.
Jane: ..... (you/to stay) in a hotel?
Tom: No, I ..... (to stay) at my brother's place, not far from Piccadilly.
Jane: Oh, look! It ..... (to rain). I must go. See you next week.
Tom: Bye, Jane. And have fun!

EXERCISE *Translate the following sentences into English.*

1 Andrai al cinema sabato sera? Sì, danno un film di fantascienza.
.....
.....

2 Domani pioverà forte secondo le previsioni meteorologiche.
.....
.....

3 Marco andrà a Dublino il mese prossimo. Alloggerà in un B&B e frequenterà un corso di inglese.
.....
.....

4 Guarda quelle scarpe. Sono bellissime! Le compro!
.....
.....

5 Ho intenzione di partire presto domani mattina.
.....
.....

6 Cosa hai intenzione di fare la prossima estate?
.....
.....

7 Guarda quell'insegna! Sta per cadere.
.....
.....

8 Sono sicuro che Mary supererà il suo esame. Ha studiato molto.
.....
.....

9 Quando vi trasferirete nella nuova casa?

.....

.....

10 Il prossimo sabato andrò a un concerto rock con Mary.

.....

.....

EXERCISE *What are you going to do next summer? Make some notes, then write a paragraph.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MODULE

Immigration 5

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- THE UN CONVENTION ON MIGRANTS' RIGHTS;
- IMMIGRATION TO THE UK;
- IMMIGRATION TO THE NEW WORLD;
- ITALIAN EMIGRATION;
- IMMIGRATION TO ITALY.

YOU WILL ALSO LEARN HOW TO WRITE A REPORT.
FINALLY, YOU WILL REVISE COMPARATIVES AND SUPERLATIVES.



1 Introduction
2 The United Nations Convention on Migrants' Rights
3 Immigration to the UK
4 Immigration to the New World
5 Italian Emigration
6 Immigration to Italy
7 The World of Painting

GRAMMAR PRACTICE

Comparativi e superlativi

Web Extension

30 Dancers, Artists, and Musicians – Britain Needs You
31 East is East
32 In Search of England
33 Barack Obama and His Impact on the Nation's Immigrants
34 They Come to Small Towns Too
35 Italian Minister Plans 30% Limit per Class on Immigrant Pupils
36 The World of Painting

Introduction



The number of migrants in the world has more than doubled in one generation and today the number of people who have settled down[1] in a country other than their own is estimated at 190 million worldwide. This represents 3 per cent of the world population, and is comparable to the population of Brazil. Nearly all countries are concerned by international migration, whether as sending, transit, or receiving countries, or as a combination of those. International migration has become an intrinsic feature of globalisation. As the world globalises in terms of nations' economies, trade and investment, borders are opened up more easily for 'freer' flow of goods and products. People are also freer to move around the world.

Receiving countries may have reasons to welcome migrants as well. Their presence and labour are needed because of shortages[2] in the **labour force** and of native workers' reluctance[3] to perform specific jobs: this particularly concerns the so-called 3D jobs (dirty, demanding and dangerous), such as those in the construction sector or in domestic services, which are performed by migrants throughout the world. Most industrialised countries are therefore economically dependent on migrants.

But concerns[4] over illegal immigration and people smuggling[5] are growing and some countries have toughened their **asylum** laws. Besides, pressure is growing for greater cooperation between governments.

Here are some worldwide statistics about immigration (source: *A Passage to Hope; Women and International Migration*; UNFPA State of the World Population 2006).

- Worldwide there is an estimated 190 million immigrants.
- 115 million immigrants live in developed countries.
- 20% live in the US alone, making up 13% of its population.
- 33% of all immigrants live in Europe.
- Between 1990 and 2005 there were 36 million migrations (an average of approximately 2.4 million per year).

People emigrate from one country to another for a variety of complex reasons. Many migrants have economic reasons to move. Many are in search of better socio-economic perspectives and seek to work abroad. Others face extreme economic vulnerability[6] in their home country and see no choice but migrating to survive. Some work legally while others have no work permit and are employed in the shadow economy. Migrants move not only for themselves but also for their families: they send money back home, thereby enabling their relatives to live better lives. Migrant sending countries are also interested in these remittances,[7] which play a key-role in their economy.

1 started living in one place
2 a situation in which there is not enough of something
3 when someone is unwilling to do something
4 worries
5 the crime of taking people illegally from one country to another
6 weakness
7 amounts of money that you send to pay for something

Other migrants move because of political conditions. They flee[8] war, civil strife, ethnic conflict, violations of human rights or other circumstances. Some are recognised as refugees straight away,[9] often in neighbouring countries. Others become asylum-seekers. Asylum-seekers and refugees are not always entitled[10] to work, but many work illegally.

Migration is global and migrants move from anywhere in the world to almost anywhere else. The largest countries of origin in the last decades have been countries such as Mexico, the Philippines and Bangladesh. The largest receiving countries have been Western countries (North America, Australia and Western Europe) and other countries (such as the Gulf States or Japan).

Moving to a different country with different culture and laws can be quite daunting[11] and the potential loneliness to be suffered is not always easy to overcome. A person who emigrates searching for better opportunities generally steps into the unknown.

Immigration can have positive and negative aspects on both the host country, and the original country. For the host country, which is generally an industrialised country, immigrants offer various benefits. Immigrants will often do jobs that local people will not, or cannot do and they often work longer hours and for lower salaries. Finally, immigrants can contribute to the diversity of that society, which can help with tolerance and understanding.

But there are also a number of drawbacks.[12] Immigrants can be exploited for their cheap labour. Developing countries may suffer 'brain drain' as the limited resources they spend in educating their students amount to very little if that talent moves to another country. Immigration can also attract criminal elements, from trafficking in drugs and people to other forms of crime and corruption.

Immigration can become a political and social issue, where racism can be used as an excuse for current woes of local population. Where there is a perception that immigrants and refugees seem to get more benefits than local poor people, tensions and hostilities can also rise.

8 escape
9 immediately
10 allowed
11 frightening
12 disadvantages



The **labour force** of a country includes all the people who work.
Asylum is the protection given by a government to people who have escaped from fighting or political trouble in their own country.

KEYWORDS

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Which countries are concerned by the phenomenon of migration?
2. Why are immigrants a resource for industrialised countries?
3. Why do people generally emigrate?
4. Who are refugees?
5. Why is the emigrant's life not always easy?
6. When does immigration become a social issue?

ACTIVITIES

VOCABULARY

Find in the text the English equivalents of the following Italian words and expressions.

1 popolazione mondiale .....
2 globalizzazione .....
3 forza lavoro .....
4 asilo .....
5 economia sommersa .....
6 tolleranza .....
7 fuga dei cervelli .....
8 ostilità .....

WRITING

Write sentences which have the same meaning as the following.

1 International migration has become an intrinsic feature of globalisation.

.....

2 Receiving countries may have reasons to welcome migrants as well.

.....

3 Many are in search of better socio-economic perspectives and seek to work abroad.

.....

4 Where there is a perception that immigrants and refugees seem to get more benefits than local poor people, tensions and hostilities can also rise.

.....

.....

CLOZE EXERCISE

While reading the following text on human smuggling fill in the gaps with the following words: **year - coercion - EU - transportation - violation - quotas.**

HUMAN TRAFFICKING

According to the UN Convention against Transnational Organised Crime and its Protocols, 'trafficking in persons' means the recruitment, ... 1, harbouring or receipt of persons, by means of threat or use of force or other forms of ..... 2. Traffickers are those who transport migrants and profit economically or otherwise from their relocation. Trafficking in human being has been recognised as a gross human rights ..... 3.

Trafficking in people is also a big business and the world's fastest-growing crime. Worldwide it is estimated that between 700,000 and 2 million women and children are trafficked every ..... 4.

ACTIVITIES

With as many as 500,000 illegal immigrants making their way into Western Europe each year, many through the Balkans, ... 5 governments are turning their attention more and more to countermeasures. Zero-immigration policies play into traffickers' hands and cannot succeed in current economic circumstances. One answer could be more 'managed immigration' that allows legal ..... 6 of immigrants to enter. But there can be no complete solution, until Europe can win the cooperation of the 'exit countries' from which the illegal immigrants come from.

WRITING

Why do people emigrate? Write a short report pointing out the main reasons why people emigrate. Then focus on the main problems immigrants encounter in the host countries. The following guidelines may help you. See also the following Extension on how to write a report.

Why do people emigrate?
People emigrate for many different reasons:
- *to get away from wars or fighting;*
- *for new job opportunities;*
- *to improve their lifestyle;*
- *for new adventures.*

What problems do immigrants have to face?
- *Racism.*
- *Learning a new language.*
- *Finding somewhere to live.*
- *Finding a job.*
- *Getting a professional qualification accepted.*



EXTENSION

HOW TO WRITE A REPORT

First of all you have to do your research. Look up the relevant information on the topic you have to write your report about in a book or on the computer.
Then prepare an outline. Outline what you want to do on a piece of paper. There should be at least:
- an introduction;
- middle sections with headings, detailing your research, ideas and discussion. Keep this at about 3-5 different topics at the most. Try to write as concisely as possible and to include only essential details;
- a summary and/or conclusion. A summary is a retelling of what you have reported on; a conclusion draws together your feelings or arguments about the topic to reach your final point of view. Remember that a report should not be an essay reflecting personal emotions and opinions. You must look at all sides of a problem with an open mind before stating your conclusions.

Write a rough draft. Proofread it and mark your errors clearly. Errors are not only spelling and grammar but also jumbled ideas and missing points.
Rewrite your report. Add pictures if you want to or if it enhances the look. Use coloured print if it is appropriate for the report.

ACTIVITIES

FIND THE TOPIC

Read the following article on Europe and immigration and then match each section with the topics below.

A Labour shortage
B Immigration as a key economic and social issue
C Shortage of skilled workers
D A large debate on immigration is necessary
E Racial tensions

EUROPE'S TANGLE OVER IMMIGRATION (By Robin Oakley, CNN European Political Editor)

1 .....
London, England (CNN) – Europe could scarcely be in a greater tangle about immigration.
The economics, politics and social welfare policies of the continent are all in a state of flux, and immigration is becoming a crucial factor in them all.
People facing persecution or oppression in their native lands because of their race, political beliefs or religious faith are attracted to Europe's freedoms of speech, association and worship.
Europe is also an earnings magnet for people who face lives of grinding poverty in their home states, or those who suffer from war-torn economies and see European countries as lands of plenty.
Inevitably, with 15 million people unemployed in the European Union alone, the influx of outsiders has been resented in some areas – whatever the reasons for their arrival. Some people fear that asylum seekers are too great a burden for their countries' social welfare systems to bear. Others voice alarm that economic migrants may take their jobs. Some resent the dilution of traditional local cultures when immigrants cluster in certain areas.

2 .....
Social tensions have been evident with increasing numbers of racial assaults.
Right-wing parties like those of Jörg Haider in Austria, Pia Kjaersgaard in Denmark and Filip Dewinter in Belgium have prospered by playing on fears of a loss of national identity and campaigning against immigration.
Meanwhile, criminals have been cashing in on the desperation of political and economic migrants to change their lifestyles.
People-smuggling has become a highly organised and lucrative racket, sometimes resulting in tragedies like the asphyxiation of 58 Chinese would-be immigrants in a container lorry at the English port of Dover in June 2000.
Those who have used the criminals' services in the hope of starting a new life have found themselves exploited in 'black economy' sweat shops, spending decades paying back with interest the smugglers' fees. Women and children seeking a new life have been lured into sex slavery and prostitution.

3 .....
But there is another dimension to immigration. Many European governments face a shortage of skilled workers in areas like information technology, and they have eased entry restrictions to attract qualified immigrants.
'We need immigration,' declared the former German Chancellor Gerhard Schroeder, who announced plans in 2000 to allow 20,000 non-German computer staff to settle.
Barbara Roche, UK's immigration minister until 2001, has made it easier for non-British students to stay.
'In the past we have thought purely about immigration control,' she said. 'Now we need to think about immigration management.'

4 .....
And it is not only high-tech immigration that is wanted.
Some countries are short of cheap manual labour too. In Spain, where the indigenous population is declining, a migrant army of North Africans does much of the orange- and grape-picking, while Poles and Rumanians are much in evidence on Madrid building sites. In 2000, 250,000 people took advantage of the Spanish Government's amnesty for 'sin papeles', or illegal immigrants.
In most European nations, people are living longer and having fewer children. Many governments have recognised they will not be able to fund their pension systems without large-scale immigration over the next two to three decades.
Jean-Pierre Chevenement, the former French interior minister, said Europe will need 50 million to 75 million immigrants during the next 50 years to fill jobs.
In Italy there were eight workers to every pensioner in the 1950s. There are less than four today and, without immigration, that number will dwindle to 1.5 by 2050.
Likewise, Germany will need 3 million immigrants a year to maintain the current ratio of workers to pensioners.

5 .....
Little wonder, then, that the European Commission, the executive body of the European Union, has said zero-immigration policies are out of step with reality and declared: 'Our aim is to open as large a debate as possible on immigration and asylum.'
But the politics of the issue are potentially explosive, and politicians in most European countries have done little to prepare their citizens for the changes to come.

(Adapted from *CNN.com*)

ACTIVITIES

The United Nations Convention on Migrants' Rights

Migrants all share a common characteristic: they live and work in a country of which they are not citizens. They therefore face the challenge of adapting to a society that is not their own and that may reject them. Moreover, as non-citizens, they usually have fewer rights than the native population. They suffer directly from the widespread[1] idea that migrants are not entitled to the full protection of human rights laws: this is a fundamentally misguided idea from a human rights perspective but it contributes to migrants' difficult access to social protection and welfare. Besides, being in one way or another perceived as 'different', they often encounter hostility: they are sometimes used as scapegoats[2] and may face racism and xenophobic violence.



A **convention** is an agreement between countries that is binding in international law.

KEYWORDS

1 very common
2 someone who is blamed for something bad that happens, even if it is not their fault

ACTIVITIES

3 to promote
4 too much or too little in relation to something else
5 illegal
6 likely to make someone believe something that is not true

For these reasons, on July 1st, 2003, the *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families* entered into force, after the threshold of 20 ratifying states was reached in March 2003.

The Convention constitutes a comprehensive international treaty regarding the protection of migrant workers' rights. It emphasises the connection between migration and human rights, which is increasingly becoming a crucial policy topic worldwide.

The Convention aims at protecting migrant workers; its existence sets a moral standard and serves as a guide and stimulus for the promotion of migrant rights in each country. The major objective of the Convention is to foster[3] respect of migrants' human rights. Migrants are not only workers, they are also human beings.

The Convention does not create new rights for migrants but aims at guaranteeing equality of treatment and the same working conditions for migrants and nationals. This implies notably:

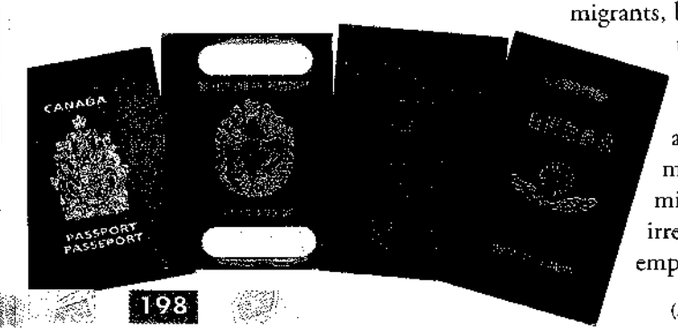
- preventing inhumane living and working conditions, physical and sexual abuse and degrading treatments (articles 10-11, 25, 54);
- guaranteeing migrants' rights to freedom of thought, expression and religion (articles 12-13);
- guaranteeing migrants' access to information on their rights (articles 33, 37);
- ensuring their right to legal equality, which implies that migrant workers are subject to correct procedures, have access to interpreting services and are not sentenced to disproportionate[4] penalties such as expulsion (articles 16-20, 22);
- guaranteeing migrants' equal access to educational and social services (articles 27-28, 30, 43-45, 54);
- ensuring that migrants have the right to participate in trade unions (articles 26, 40).

Migrants should also have the right to remain connected to their country of origin, says the Convention. This implies:

- ensuring that migrants can return to their country of origin if they wish to and that they are allowed to pay occasional visits and are encouraged to maintain cultural links (articles 8, 31, 38),
- guaranteeing migrants' political participation in the country of origin (articles 41-42),
- ensuring migrants' right to transfer their earnings to their home country (articles 32, 46-48).

The Convention innovates because it relies on the fundamental notion that all migrants should have access to a minimal degree of protection. The Convention recognises that legal migrants have the legitimacy to claim more rights than undocumented[5] migrants, but it stresses that undocumented migrants must see their fundamental human rights respected, like all human beings.

In the mean time, the Convention proposes that actions should be taken to eradicate clandestine movements, notably through the fight against misleading[6] information inciting people to migrate irregularly and through sanctions against smugglers and employers of undocumented migrants.



(Adapted from *Information Kit on the UN Convention on Migrants' Rights*)

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1 Migrants usually have more rights than the native population. T ☐ F ☐
2 Migrants are generally considered 'different' by local people. T ☐ F ☐
3 The UN Convention on Migrants' Rights entered into force in 2003. T ☐ F ☐
4 The Convention was ratified by ten states. T ☐ F ☐
5 The Convention is a treaty that protects the rights of migrant workers. T ☐ F ☐
6 The Convention ensures that migrants can return to their homeland. T ☐ F ☐

.....

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VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1 Racism .....
.....

2 Worldwide .....
.....

3 Guide .....
.....

4 Equality of treatment .....
.....

5 Penalties .....
.....

6 Trade unions .....
.....

7 Political participation .....
.....

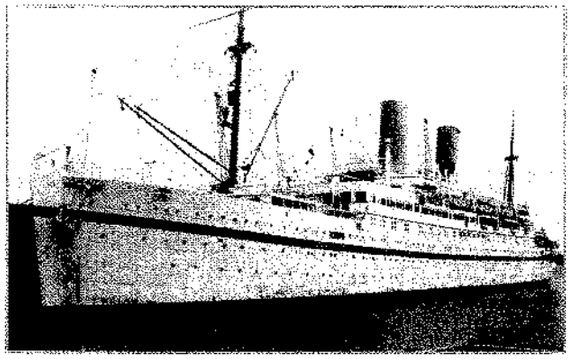
8 Legal migrants .....
.....

SPEAKING

Which rights does the Convention guarantee?

Do illegal migrants have any rights according to the Convention?

Immigration to the UK



Empire Windrush.

At the end of the Second World War, since there were labour shortages in Britain, the British government began looking for immigrants. Some 157,000 Poles were the first groups to be allowed to settle in the UK, partly because of ties[1] made during the war years. They were joined by Italians but it was not enough to meet the need.

Many men from the West Indies had fought for the 'mother country' but returned to civilian life with few opportunities. Their sense of patriotism, coupled with the need to find work, steered[2] them towards the UK. On 22nd June 1948, the *Empire Windrush* docked at Tilbury in London, delivering hundreds of men from the West Indies. Many had returned to rejoin the RAF.[3] Others had been encouraged by adverts for work.

The day marked what would become a massive change to British society – the start of mass immigration to the UK and the arrival of different cultures.

As mass immigration continued in the 1950s, so did the rise of racial violence and prejudice. Many areas including Birmingham, Nottingham and west London experienced rioting[4] as white people feared the arrival of a black community.

On one hand, these men and women had been offered work in a country they had been brought up to revere.[5] On the other, many were experiencing racial prejudice they had never expected.

Legislation had allowed people from the Empire and the **Commonwealth** the right to enter Britain because they carried a British passport. Under political pressure, the government legislated three times in less than a decade to make immigration for non-white people harder and harder. By 1972, legislation meant that a British passport holder born overseas[6] could only settle in Britain if they, firstly, had a work permit and, secondly, could prove that a parent or grandparent had been born in the UK.

In practice, this meant children born to white families in the remnants of Empire or the former colonies could enter Britain. Their black counterparts could not.

While government was tightening[7] the entry rules, racial tension meant it had to try to tackle[8] prejudice and two race relations acts followed.

abc

1 connections, relationships
2 attracted
3 Royal Air Force, the British air force
4 fighting
5 to respect and admire
6 in a foreign country that is across the sea
7 making more strict
8 to try to deal with



KEYWORDS

The **Commonwealth** is an organisation of about 50 countries that were once part of the British Empire.

In 1945, Britain's non-white residents numbered in the low thousands. By 1970 they numbered approximately 1.4 million – a third of these children born in the United Kingdom.

The government had greatly restricted immigration by the 1970s, but had not stopped it altogether. Some 83,000 immigrants from the Commonwealth settled in the UK between 1968 and 1975, largely through gaining work permits or obtaining permission to join relatives. The most significant immigration of the decade came in 1972 when the Ugandan dictator, General Idi Amin, expelled 80,000 African Asians from the country, mostly families who had been encouraged to settle there during the days of Empire. Many held British passports and, amid a major crisis, the UK admitted 28,000 in two months.

In 1976 the government established the *Commission for Racial Equality*, the statutory body charged with tackling racial discrimination.

By the 1980s Britain's immigration policy had two prongs.[9] Firstly, there were strict controls on entry. Secondly, the state said it would protect the rights of ethnic minorities. Critics suggested that the two prongs gave conflicting signals on the place of the immigrant communities – and their British-born children – in society. As manufacturing declined, work permits were harder to get unless you had specialist skills or professional trading.

This meant that the largest immigrant groups were Americans (to banking and industry), Australians, New Zealanders and South Africans making use of family-ties entry rules, and South Asian men and women entering the medical professions.

The riots of 1981 were largely sparked[10] by racial issues. In Brixton, the spiritual home of Britain's Afro-Caribbean community, youths rioted amid resentment that the police were targeting more and more young black men in the belief that it would stop street crime. Similar riots followed in Liverpool and the Midlands. The subsequent Scarman Report found that 'racial disadvantage is a fact of current British life'.

On 11th June 1987, the face of British politics changed when four non-white politicians were elected at the same General Election. Today there are 12 non-white MPs. Campaigners say that equal representation would require at least 55 black MPs in the House of Commons.

The inquiry into the police's handling of the 1993 murder of black teenager Stephen Lawrence led directly to new anti-discrimination legislation passed in 2000.

In the years following the fall of the Iron Curtain, a new movement of people began, some fleeing political persecution, others seeking a better life in western Europe.

The growth of asylum seeker applications contributed to a new growth of immigration to the UK. Between 1998 and 2000, some 45,000 people arrived from Africa, 22,700 from the Indian sub-continent, 25,000 from Asia and almost 12,000 from the Americas. Some 125,000 people were allowed to settle in the UK in 2000.

But the rise in asylum seeker arrivals has seen a rise in racial tensions.

In May 2002 the far-right British National Party won three local council seats, a year after racial tensions, and were blamed for riots in northern towns. The government's plans for a new nationality and immigration legislation, including a possible citizenship test, sparked new controversy.

Fifty years after the start of mass immigration to the UK, questions are still being asked about whether or not the UK can become a multi-ethnic society at ease with itself - or whether there is still a long road to be travelled.

(Adapted from *bbc.co.uk*)

abc

9 one of two or three ways of achieving something which are used at the same time
10 caused

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Why did Great Britain start to look for immigrants after World War II?
2. When did mass immigration to the UK start?
3. Which areas experienced racial tensions and why?
4. Why had people from the Commonwealth the right to settle in the UK?
5. What did the British government do in the 1970s to make black immigration harder?
6. What was the task of the Commission for Racial Equality?
7. Where were the largest immigration groups from during the 1980s? Why?
8. Which ethnic group is prevalent in Brixton?
9. When were the first non-white politicians elected at the General Election?
10. Why have racial tensions increased in the last few years?

WRITING

Write sentences which have the same meaning as the following.

11. Many men from the West Indies had fought for the 'mother country' but returned to civilian life with few opportunities.

.....

.....

.....

12. As mass immigration continued in the 1950s, so did the rise of racial violence and prejudice.

.....

.....

13. As manufacturing declined, work permits were harder to get unless you had specialist skills or professional trading.

.....

.....

14. The government's plans for a new nationality and immigration legislation, including a possible citizenship test, sparked new controversy.

.....

.....

.....

VOCABULARY

Find in the text synonyms for the following words.

15. Increase .....
16. Limited .....
17. Contradictory .....
18. Young people .....
19. Decline .....
20. Escaping .....

CLOZE EXERCISE

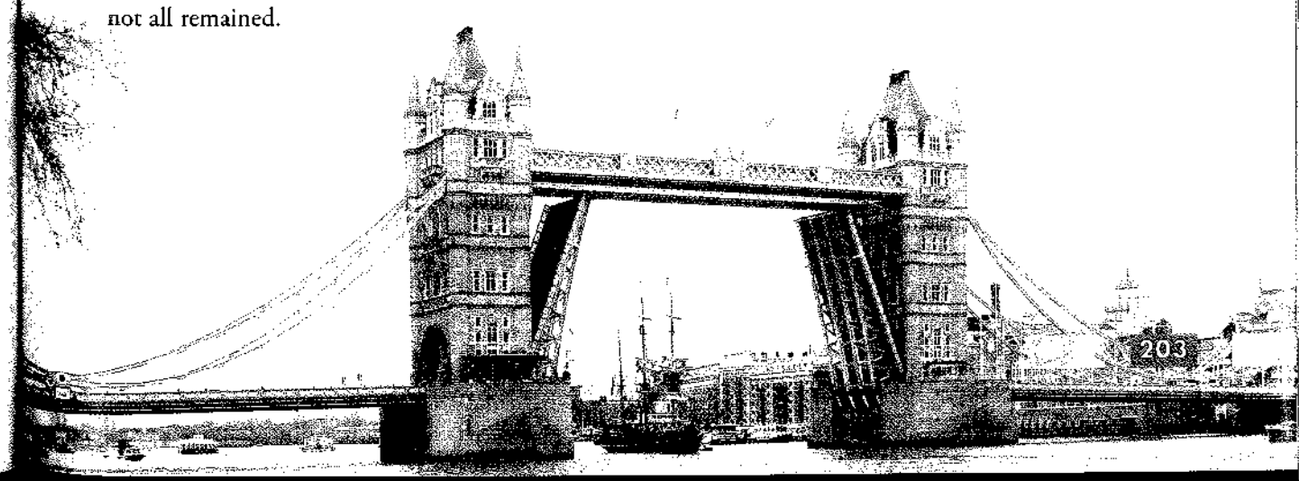
While reading the following short text fill in the gaps with the following words: **Polish** · **Germans** · **1919** · **war** · **census** · **birthplace** · **Wales** · **wounded.**

FACTS AND FIGURES OF IMMIGRATION IN THE UK

Throughout the 18th and 19th centuries, many people from all over Europe emigrated to Great Britain. In England and ..... 21, the 1871 ..... 22 recorded 32,823 Germans out of an overall European-born population of 89,829, in a total English and Welsh population of approximately 33 million. Scotland's population at the time was around 3,350,000. In 1911 the English and Welsh census recorded 53,324 foreign-born ..... 23. In England and Wales, the 1871 census recorded an Italian population of 5,063 and by 1911 this number was 20,389. In Scotland, census returns for these years were 268 and 4,594 Italians respectively.

Some 19,000 ..... 24 Belgian soldiers arrived during the war. In addition, 240,000 Belgian refugees were scattered throughout Britain by ..... 25. Virtually all were repatriated, and in 1921 there were 9,892 recorded in Britain.

In the 1931 census there were 44,462 people claiming Poland as their ..... 26. Those who arrived during World War II and stayed on, constitute the core of the present-day ..... 27 community. In 1951 there were 162,339 Polish-born people in Britain. By 1971 the figure had dropped to 110,925. There were 334,000 German and Italian prisoners of war (POWs) employed in areas such as agriculture. Some 15,700 Germans and 1,000 Italians remained after the ..... 28. The rest were repatriated. After World War 2, work-permit schemes recruited Germans, Italians, Ukrainians, Austrians and Poles, although not all remained.



ACTIVITIES

LISTENING

While listening to the following timeline about immigration to the UK in the last two centuries, fill in the blanks.

BRITAIN – A LAND OF IMMIGRANTS
Timeline: the last 200 years

19th century
Jewish arrivals fleeing persecution in .... 1 and ..... 2.
Irish settlers escaping poverty.
Trade brings ..... 3 and .... 4 people to main ports.

1930s
Refugees from ..... 5 oppression arrive in the UK.

1948
The boat *Empire Windrush* brings .... 6 Jamaicans to the UK – thousands more follow.
Immigration from ..... 7 encouraged to help rebuild post-war Britain.

1950s and 1960s
Settlers from other new Commonwealth nations arrive – India, Pakistan and .....8.

1970s
East African Asians and ..... 9 arrive.

1980s
African community expands.
Refugees arrive from ..... 10 Europe – Romania and former Yugoslavia.

(Adapted from *Insight UK*, Foreign & Commonwealth Office, London)

3.1 From the West Indies to the 'Motherland'

The greatest number of Caribbean immigrants to the UK arrived after 1948 on the *Empire Windrush*. The vast majority of these people migrated on economic grounds. At first many of the males migrated without their families. Their main intention was to seek employment and acquire some capital in order to return home within a few years.
As a result of recruiting schemes that were being conducted in the West Indies and Asia by the English during the 1950s and 1960s some of the immigrants arrived in England with the prior knowledge that they would be certainly employed. The recruitment included jobs in areas such as health, transport, engineering, and bakeries. Most of the immigrants who left the West Indies had great expectations of what they considered the 'Motherland'. However, many were very disappointed when they realised

that the conditions in England were often worse than what they had left in their homeland.
Hortense, one of the main characters of the novel *Small Island* by Andrea Levy, had long wished to leave Jamaica and start a better life in England. She is expecting a life of privilege, but when she joins her husband she is shocked to find London not quite the place she imagined.

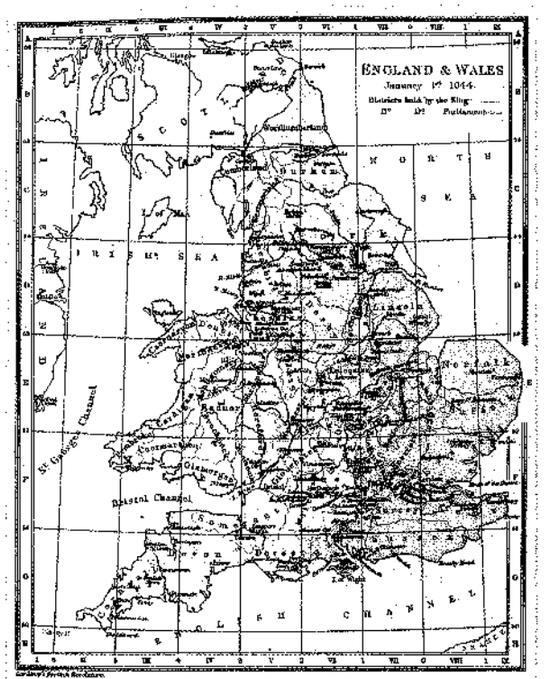
Hortense
(from Andrea Levy, *Small Island*, 2004)

Are there any foreign immigrants in the place where you live?
If so, where are they from?
What do they do?
Do they speak Italian?
Do they have any children?

It brought it all back to me. Celia Langley. Celia Langley standing in front of me, her hands on her hips and her head in a cloud. And she is saying: 'Oh, Hortense, when I am older…' all her dreaming began with 'when I am older' '...when I am older, Hortense, I will be leaving Jamaica and I will be going to live in England.' This is when her voice became high-class and her nose point into the air – well, as far as her round flat nose could – and she swayed[1] as she brought the picture to her mind's eye. 'Hortense, in England I will have a big house with a bell at the front door and I will ring the bell.' And she made the sound, ding-a-ling, ding-a-ling. 'I will ring the bell in this house when I am in England. That is what will happen to me when I am older.'
I said nothing at the time. I just nodded and said, 'You surely will, Celia Langley, you surely will.' I did not dare to dream that it would one day be I who would go to England. It would one day be I who would sail on a ship as big as a world and feel the sun's heat on my face gradually change from roasting to caressing. But there was I! Standing at the door of a house in London and ringing the bell. Pushing my finger to hear the ding-a-ling, ding-a-ling. Oh, Celia Langley, where were you then with your big ideas and your nose in the air? Could you see me? Could you see me there in London? Hortense Roberts married with a gold ring and a wedding dress in a trunk. Mrs Joseph. Mrs Gilbert Joseph. What do you think of that, Celia Langley? There was I in England ringing the doorbell on one of the tallest houses I had ever seen. But when I pressed this doorbell I did not hear a ring. No ding-a-ling, ding-a-ling. I pressed once more in case the bell was not operational. The house, I could see, was shabby.[2] Mark you, shabby in a grand sort of way. I was sure this house could once have been home to a doctor or a lawyer or perhaps a friend of a friend of the king. Only the house of someone high-class would have pillars at the doorway. Ornate pillars that twisted with elaborate design.



ABC
1 moved slowly from one side to another
2 in bad condition



The glass stained with coloured pictures as a church would have. It was true that some were missing, replaced by cardboard and strips of white tape. But who knows what devilish deeds Mr Hitler's bombs had carried out during the war? I pushed the doorbell again when it was obvious no one was answering my call. I held my thumb against it and pressed my ear to the window. A light came on now and a woman's voice started calling, 'All right, all right. I'm coming! Give us a minute.'

I stepped back down two steps avoiding a small lump[3] of dog's business that rested in some litter and leaves. I straightened my coat, pulling it closed where I had unfortunately lost a button. I adjusted my hat in case it had sagged[4] in the damp air and left me looking comical. I pulled my back up straight.

The door was answered by an Englishwoman. A blonde-haired, pink-cheeked Englishwoman with eyes so blue they were the brightest thing in the street. She looked on my face, parted her slender lips and said, 'Yes?'

'Is this the household of Mr Gilbert Joseph?'

'I beg your pardon?'

'Gilbert Joseph?' I said, a little slower.

'Oh, Gilbert. Who are you?' She pronounced Gilbert so strangely that for a moment I was anxious that I would be delivered to the wrong man.

'Mr Gilbert Joseph is my husband – I am his wife.'

The woman's face looked puzzled[5] and pleased all at one time. She looked back into the house, lifting her head as she did. Then she turned to me and said, 'Didn't he come to meet you?'

'I have not seen Gilbert,' I told her, then went on to ask, 'but this is perchance[6] where he is aboding?'[7]

At which this Englishwoman said, 'What?' She frowned and looked over my shoulder at the trunk, which was resting by the kerbside[8] where it had been placed by the driver of the taxi vehicle. 'Is that yours?' she enquired.

'It is.'

'It's the size of the Isle of Wight. How did you get it here? She laughed a little. A gentle giggle that played round her eyes and mouth.

I laughed too, so as not to give her the notion that I did not know what she was talking about as regards this 'white island'. I said, 'I came in a taxicab and the driver assured me that this was the right address. Is this the house of Gilbert Joseph?'

The woman stood for a little while before answering by saying, 'hang on here. I'll see if he's in his room.' She then shut the door in my face.

And I wondered how could a person only five feet six inches tall (five feet seven if I was wearing my wedding-shoe heels), how could such a person get to the top of this tall house? Ropes and pulleys[9] was all I could conceive. Ropes and

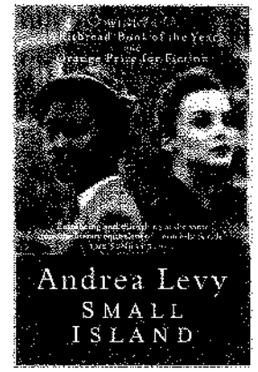
abc

3 piece
4 bent in the middle
5 confused
6 *old use*, perhaps
7 *formal*, living
8 the edge of the pavement
9 pieces of equipment consisting of a wheel over which a rope or chain is pulled to lift heavy things

pulleys to hoist me up. We had stairs in Jamaica. Even in our single-storey houses we had stairs that lifted visitors on to the veranda and another that took them into the kitchen. There were stairs at my college, up to the dormitories that housed the pupils on two separate floors. I was very familiar with stairs. But all my mind could conjure[10] as I looked up at this tall, tall house was ropes and pulleys. It was obvious that I had been on a ship for too long.

In Gilbert' Joseph's last letter he had made me a promise that he would be there to meet me when my ship arrived at the dockside in England. He had composed two pages of instructions telling me how he would greet me. 'I will be there,' he wrote. 'You will see me waving my hand with joy at my young bride coming at last to England. I will be jumping up and down and calling out your name with longing in my tone.' It did occur to me that, as I had not seen Gilbert for six months, he might have forgotten my face. The only way he would be sure of recognising his bride was by looking out for a frowning woman who stared embarrassed at the jumping, waving buffoon she had married.

But it did not matter – he was not there. There was no one who would have fitted his description. The only jumping and waving that was done was by the Jamaicans arriving and leaving the ship. Women who shivered in their church best clothes – their cotton dresses with floppy[11] bows and lace; their hats and white gloves looking gaudy against the grey of the night. Men in suits and bow-ties and smart hats. They jumped and waved. Jumped and waved at the people come to meet them. Black men in dark, scruffy[12] coats with hand-knitted scarves. Hunched over[13] in the cold. Squinting[14] and straining to see a bag or hair or shoes or a voice or a face they knew. Who looked feared – their eyes a little too wide – as they perused the luggage that had been brought across the ocean and now had to be carried through the streets of London. Greeting excited relatives with the same words: 'You bring some guava,[15] some rum – you have a little yam[16] in that bag?'



abc

10 imagine
11 soft and loose
12 dirty and untidy
13 bent down
14 looking at something with one's eyes partly closed in order to see better
15 tropical fruit
16 type of sweet potato

Andrea Levy (1956 –)

This British-born writer is the daughter of one of the pioneers who sailed from Jamaica to England on the *Empire Windrush* ship. Her father and later her mother came to Britain in 1948 in search of a better life and she grew up black in a very white England.

She began writing when she was in her mid-thirties. After attending writing workshops Levy began to write the novels that she, as a young woman, had always wanted to read. In her first three novels she explored – from different perspectives – the problems faced by black British-born children of Jamaican emigrants. In her first novel, the semi-autobiographical *Every Light in the House Burnin'* (1994), the story is of a Jamaican family living in London in the 1960s. *Never Far from Nowhere* (1996), her second, is set during the 1970s and tells the story of two very different sisters living on a London council estate. In *Fruit of the Lemon* (1999), Faith Jackson, a young black woman, visits Jamaica after suffering a nervous breakdown and discovers a previously unknown personal history.

Small Island (2004) is the winner of Orange Prize for Fiction, the Whitbread Novel Award and the Commonwealth Writer's Prize.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What was one of Celia's wishes as she was a child?
2. Why is Hortense thinking about her friend Celia?
3. Why is Hortense surprised at seeing English houses?
4. Why does she think that only high-class people could live in the house she is going to enter?
5. Why is that house damaged?
6. Who answers the bell?
7. What kind of English does Hortense speak?
8. What does the Englishwoman say about Hortense's trunk?
9. Did Gilbert go to meet his wife when the ship arrived at the dockside?
10. How does Hortense describe the Jamaicans arriving and leaving the ship?

TEXT ANALYSIS

Answer the following questions.

1. When and where is the first paragraph set?
2. Where is the rest of the text set?
3. Are the characters described in detail or not? Give examples from the text.
4. Is the setting described in detail?
5. Who is the narrator?
6. What type of language is used by Hortense?

TEXT COMPLETION

Complete the following synopsis of the novel with the following words: **lodgers** - **conflicts** - **Caribbean** - **expectations** - **privilege** - **time** - **differently** - **volunteered.**

Small Island is set in 1948 when the first wave of ..... 1 immigrants come to Britain after World War II. With this group is Gilbert Joseph, one of the several thousand Jamaicans who ..... 2 in the Royal Air Force to fight against Hitler. But on his return to England as a civilian, Gilbert finds himself treated very ..... 3. He's come in search of better opportunities and has brought his new bride, Hortense, a prissy young woman expecting a life of ..... 4. They rent a room in Queenie Bligh's boarding house. Queenie Bligh's neighbours in London don't approve when she agrees to take in Jamaican ..... 5. But Queenie is desperate. Her husband Bernard left for the war and hasn't been heard of since. When he returns he is disillusioned and demoralised. Andrea Levy tells these stories from each character's perspective, moving backward and forward in ..... 6, as each is forced to come to grips with the reality of their situation in a world that has changed beyond their ..... 7. Gilbert's wife Hortense had longed to leave Jamaica and start a better life in England. But when she joins him she is shocked to find London not quite the place she imagined.

Small Island is more than just the story of Jamaicans looking for a life in the Mother Country. Levy shows how immigration changes everyone's lives, the ..... 8 of two cultures thrown together after a terrible war and the kindness and strength people can show each other.

Immigration to the New World

The first European immigrants to the United States of America came from England and the Netherlands. Attracted by economic opportunities and religious and political freedom, immigrants from many other countries flocked to the United States in increasing numbers, the flow reaching a peak in the years 1892-1924.

From 1840 to 1920, nearly 40 million immigrants arrived in the United States, most through the processing centre at Ellis Island. This great wave doubled the young country's population and helped to shape American national identity. Travel across the ocean was not fast. Steamships travelled across the sea in about three weeks. Throughout the journey, everyone was checked and counted. Each person had a card telling who they were, what they looked like, where they were from, and where they were going.

Since 1886, immigrants to the United States have eagerly[1] waited for the first sign of the new promised land by searching out the Statue of Liberty, a symbol of freedom and hope for hundreds of thousands of people. Each person entering the United States from a foreign country needed to be checked before being allowed past the port. Many had developed illnesses over the weeks spent on the ship and all were examined by a doctor. After weeks at sea, many people were sent back home because of their illnesses.



A vignette depicting immigration to the US around the 1850s.

From 1892 to 1943 Ellis Island was the place where thousands of immigrants first stepped on American soil. When they arrived in America, most people started doing familiar jobs, like farming and mining. Farming families headed west to places like Wisconsin, Minnesota, Iowa and Kansas where there were acres of land available for farming and raising dairy cattle. Men who could work in the mines stayed in the east and mined coal in places like eastern Pennsylvania. Some stayed in the big cities and became shop owners.

Once the family had settled in their new home, it was very important to keep in contact with the family members that were left behind in the old country.

In 1924, the first laws were passed that set limits on how many people from specific countries would be admitted to the United States. In 1965, immigration quotas were established according to who applied first, and national quotas were replaced with hemispheric ones. Preference was given to relatives of US citizens and immigrants with specific job skills. In 1978, the US Congress abandoned hemispheric quotas and established a worldwide ceiling[2].

The revised immigration law of 1990 created a flexible cap of 675,000 immigrants each year, with certain categories of people exempted from the limit. That law attempts

33

34

1 anxiously
2 the largest number of something that is officially allowed

3 continuous
4 basis

to attract more skilled workers and professionals to the United States and to draw immigrants from countries that have supplied relatively few Americans in recent years. The steady[3] stream of people settling in America has had a deep influence on the American character. The American people have been noted for their willingness to take risks and try new things, for their independence and optimism. Immigrants also enrich American communities by bringing aspects of their native cultures with them. President John F. Kennedy, himself the grandson of Irish immigrants, summed up this blend of the old and the new when he called America "a society of immigrants, each of whom had begun life anew, on an equal footing[4]. This is the secret of America: a nation of people with the fresh memory of old traditions who dare to explore new frontiers...".

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Where did the first European immigrants to the USA come from?
2. What were the peak years of immigration to the States?
3. When were the first limits on the number of immigrants set?
4. How many immigrants are currently admitted to the US each year?
5. To what extent did immigrants influence the character of the American people?

VOCABULARY

Match each term with the correct definition.

1	Peak	A Imposed upper limit.
2	Quota	B Flow.
3	Skill	C Point of highest intensity.
4	Cap	D Mixture of different sorts.
5	Stream	E Maximum number of people allowed.
6	Blend	F Ability to do something well.

SPEAKING

Describe the European emigrants' travel across the ocean and what happened when they arrived in America.

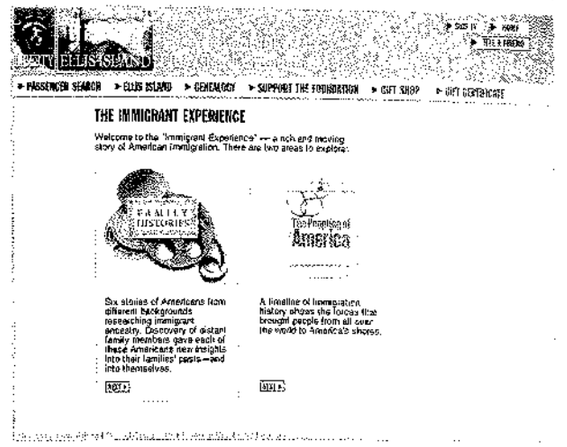
CLOZE EXERCISE

Read the following text on Ellis Island and fill in the gaps with the following words: **dream** · **born** · **1924** · **100** · **1st** · **ship** · **access** · **volunteers** · **1892** · **database** · **checkpoint** · **40** · **contagious** · **fort** · **archive.**

THE GATEWAY TO THE AMERICAN DREAM

Though it is only a tiny dot in Upper New York Bay, Ellis Island is of monumental importance in American history. There between ..... 1 and ..... 2 over 22 million immigrants gained entry into the United States and began their American ..... 3.

Today, over ..... 4 per cent of the American population, about ..... 5 million people, can trace their roots to these Ellis Island immigrants. Named after Samuel Ellis, who acquired the island in 1785 and whose heirs eventually sold it to the State of New York, Ellis Island was originally a ..... 6 and arsenal to defend the harbour. But when it became the site of the federal immigration center on January ..... 7, 1892, it was transformed into a sort of ..... 8: here officials registered people entering the United States from all over the world. They also tried, with the help of health inspectors, to deny entry to paupers, polygamists, mental defectives, criminals and people suffering from debilitating and ..... 9 diseases. 98 per cent of these prospective immigrants – and sometimes as many as 5,000 in just one day – did gain entry and many within only eight hours' time. America, the melting pot, was ..... 10. The new American Family Immigration History Center at Ellis Island and its website offer an .... 11 of 22 million names of immigrants, complete with their country of origin, departing city and the name of the .... 12 that brought them to this country. Hundreds of Mormon ..... 13 spent 5.6 million hours extracting material from the original paper manifests to create this ..... 14. The website is free of charge to anyone with Internet ..... 15.



(Adapted from *Speak Up*)

LISTENING

While listening to the following text on immigration to the USA fill in the blanks.

HUMAN CARGO

In the mid-nineteenth century, the Port of New York became the world's pre-eminent urban centre for the importing of ..... 1 beings. In the four decades between 1820 and 1860, some 3.7 million immigrants – over two-thirds of the ..... 2 million newcomers to the United States in that period – entered the country through New York harbour, many of them first setting ..... 3 in America on the piers of South Street.

These people, most of them from the British Isles (especially Ireland) and the ..... 4 states, left an indelible mark on nineteenth- and twentieth-century American society. Those who moved on from the port worked as ..... 5 building the country's infrastructure of roads, canals, and railroads; settled the frontier and the interior cities; and, by augmenting the industry and ..... 6 of the northeast and midwest, ultimately helped the North win the Civil War. Those who stayed in New York decisively changed the economy, labour relations, residential geography, politics, religious life, language, and culture of a ..... 7 area whose expansion was largely driven by their numbers. By 1855, over fifty percent of the city's population – 322,460 out of 629,904 people – had been born abroad, mostly in ..... 8 and Germany, while their New York-born children also constituted a significant and growing percentage. Immigrant communities also accounted for much of the growth of neighbouring cities – Jersey City, Hoboken, ... 9.

ACTIVITIES



Immigrants disembarking at Ellis Island.

While many ports – Bremen, Hamburg, Antwerp, Havre, Dublin, and Cork (Queenstown) among them – provided embarkation points for New York-bound Europeans, ... [11] dominated the immigrant traffic between northern Europe and the United States. During the nineteenth century, tens and hundreds of thousands of Irish, German, Scandinavian, Scottish, Welsh, as well as English families and individuals were channeled to ..... [12] and boarding houses on the Mersey, and from there to New York. The success of this network, and the resources invested to make it work, testified to the fact that immigration was big .... [13] in nineteenth-century Liverpool and New York.

The millions of pounds and dollars spent by emigrants eager to go to America enriched shipowners, passage brokers, boarding-house keepers, and others in Liverpool and New York, and by the 1840s were a lucrative staple of the transatlantic ..... [14] economy. American and British shipmasters carrying American cotton, grain, lumber, and other raw materials to Liverpool found that reserving space for steerage passengers on the return trip was often a sound business decision; profitable cargoes of salt, ... [15], more expensive manufactured goods, and emigrants could all be accommodated beneath the main deck.

The American novelist Herman Melville, who had himself worked aboard a New York-Liverpool sailing vessel, maintained in 1849 that emigrants "as a cargo are much more remunerative than crates and bales...".

The business of immigration began with an information network that penetrated all corners of northern Europe by the 1820s and 1830s. Detailed knowledge about conditions in the United States reached would-be emigrants in the form of ..... [16] from relatives and friends who had already emigrated, and from those returning to visit the old country. Publishers recognised a vast potential market for pamphlets, periodicals, books, and broadsides on how and where to emigrate; while some of this literature was distributed without charge by philanthropists seeking to ease overcrowding in Europe, much of it was also published with the intention of making a profit.

Much of the publicity circulated by ticket agents exaggerated the ..... [17] of the New World, misrepresented the tonnages of the transatlantic carriers, their dates of departure, the average length of a voyage, and inaccurately implied that ticket companies owned rather than chartered their vessels.

ACTIVITIES

Having arrived in Dublin or Queenstown, Irish emigrants bought tickets and readied themselves for the ..... [11] across the Irish Sea by steamer to Liverpool. This voyage gave them their first taste of what was awaiting them on the ..... [12]. For an adult fare of five or ten shillings (and sometimes less due to intense competition between steamship lines), the emigrant was entitled to stand, often crammed shoulder to shoulder, on an open deck for between fourteen and thirty-six hours. As many as 1,200 people might be crammed onto the deck of an eight-hundred-ton steamer. No food was provided, and facilities for water were inadequate. Men, women, and children were exposed to ..... [13], cold, and drenching spray, and their first bouts of vomiting from seasickness. Deck passengers and ..... [14] were often placed next to each other, and one observer in 1849 noted that "the whole deck was afloat with animal mire".

(Adapted from *South Street Seaport Museum History Magazine*)

The Pioneers and the American Frontier

4.1

The term 'frontier' was used in America to refer to a region at the edge of a settled area. Throughout American history, the expansion of settlement was largely from the east to the west and for this reason the frontier is often identified with 'the west'.

The American frontier was generally the most Western edge of settlement and typically more democratic and free-spirited in nature than the East because of its lack of social and political institutions.

The mass emigration to the American West was preceded by the emigration of the pioneers. These sturdy pioneers were people of strength and conviction, willing to fight for their ideals and therefore surrounded by insurmountable obstacles in their mother countries. But their conviction and energy became useful tools in America.

Willa Cather's novel, *O Pioneers!*, is an epic story of hope and courage set in the late 1800s on the American frontier. Set in central Nebraska, among immigrants from Scandinavia, France and Bohemia, the novel tells the story of the young Alexandra Bergson, whose dying father leaves her in charge of the family and of the lands they have struggled to farm.

A Savage Kind of Beauty
(from Willa Sibert Cather, *O Pioneers!*, 1913)

Although it was only four o'clock, the winter day was fading.[1] The road led southwest; toward the streak[2] of pale, watery light that glimmered[3] in the leaden[4] sky. The light fell upon the two sad young faces that were turned mutely toward it: upon the eyes of the girl, who seemed to be looking with such anguished perplexity into the future; upon the sombre[5] eyes of the boy who seemed already to be looking into the past. The little town behind them had vanished[6] as if it had never been, had fallen behind the swell of the prairie, and the stern[7]

1 losing colour and brightness
2 coloured line
3 shone
4 dark grey
5 sad and serious
6 disappeared
7 serious, strong

What does the American prairie evoke in your mind?



frozen country received them into its bosom. The homesteads were few and far apart: here and there a windmill gaunt[8] against the sky, a sod house crouching in a hollow. But the great fact was the land itself, which seemed to overwhelm the little beginnings of human society that struggled in its sombre wastes. It was from facing this vast hardness that the boy's mouth had become so bitter; because he felt that men were too weak to make any mark here, that the land wanted to be let alone, to preserve its own fierce strength, its peculiar, savage kind of beauty, its uninterrupted mournfulness.[9]

The wagon jolted along over the frozen road. The two friends had less to say to each other than usual, as if the cold had somehow penetrated to their hearts.

'Did Lou and Oscar go to the Blue to cut wood today?' Carl asked.

'Yes. I'm almost sorry I let them go, it's turned so cold. But mother frets[10] if the wood gets low.' She stopped and put her hand to her forehead, brushing back her hair. 'I don't know what is to become of us, Carl, if father has to die. I don't dare to think about it. I wish we could all go with him and let the grass grow back over everything.'

Carl made no reply. Just ahead of them was the Norwegian graveyard, where the grass had, indeed, grown back over everything, shaggy[11] and red, hiding even the wire fence. Carl realised that he was not a very helpful companion, but there was nothing he could say.

'Of course,' Alexandra went on, steadying[12] her voice a little, 'the boys are strong and work hard, but we've always depended so on father that I don't see how we can go ahead. I almost feel as if there were nothing to go ahead for.'

'Does your father know?'

'Yes, I think he does. He lies and counts on his fingers all day. I think he is trying to count up what he is leaving for us. It's a comfort to him that my chickens are laying right on through the cold weather and bringing in a little money. I wish we could keep his mind off such things, but I don't have much time to be with him now.'

'I wonder if he's like to have me bring my magic lantern over some evening?' Alexandra turned her face toward him. 'Oh, Carl! Have you got it?'

'Yes. It's back there in the straw. Didn't you notice the box I was carrying? I tried it all morning in the drug-store cellar, and it worked ever so well, makes fine big pictures.'

'What are they about?'

'Oh, hunting pictures in Germany, and Robinson Crusoe and funny pictures about cannibals. I'm going to paint some slides for it on glass, out of the Hans Andersen book.'

Alexandra seemed actually cheered.[13] There is often a good deal of the child left in people who have had to grow up too soon. 'Do bring it over, Carl. I can hardly wait to see it, and I'm sure it will please father. Are the pictures colored? Then I know he'll like them. He likes the calendars I get him in town.

8 drawn
9 sadness
10 worries though there is no need
11 wild and untidy
12 stabilizing
13 happy

I wish I could get more. You must leave me here, mustn't you? It's been nice to have company.'

Carl stopped the horses and looked dubiously up at the black sky. 'It's pretty dark. Of course the horses will take you home, but I think I'd better light your lantern, in case you should need it.' (...)

Alexandra drove off alone. The rattle[14] of her wagon was lost in the howling[15] of the wind, but her lantern, held firmly between her feet, made a moving point of light along the highway, going deeper and deeper into the dark country.

14 short repeated sound
15 long loud sound made by a dog, wolf, or other animal

Willa Sibert Cather (1873-1947) This American fiction writer was born the eldest of seven children, in Back Creek Valley, near Winchester, in Virginia. At the age of 10 she moved with her family to Catherton, in Webster County, Nebraska, and one year later to Red Cloud, the town she would make famous with her writing. She attended the University of Nebraska-Lincoln and co-operated steadily with the *Nebraska State Journal*. After graduating, she moved to Pittsburgh where she taught English at high schools and worked for *Home Monthly*. In 1906 she moved to New York, as she finally got a job from *McClure's Magazine*, which published her first novel, *Alexander's Bridge* (1912), influenced to a great degree by Henry James' works. In 1908 she became managing editor. Her novel *O Pioneers!* was published in 1913. This novel opens the "Prairie Trilogy", comprising also *My Ántonia* (1918) and *The Song of the Lark* (1915), both about heroic immigrant women. Henry James' influence on her work is no more so heavy and the author has returned to the prairie of her childhood for inspiration, achieving a great success. In 1922 she published *One of Ours*, for which she won the Pulitzer Prize in 1923. Although she is most remembered for *My Ántonia*, *A Lost Lady* (1923) and *Death Comes for the Archbishop* (1927), she had a long writing career and her works were well-received by the audience and by the critics, making her nationally acclaimed and internationally respected.



ACTIVITIES

TEXT ANALYSIS

Answer the following questions.

1. Where is the passage set?
2. When is the passage set?
3. Who are the characters?
4. Are the characters described in detail?
5. Who tells the story?
6. Which narrative modes are prevalent?
7. How would you define the language?

WRITING

Sum up the passage above.

READING COMPREHENSION

Answer the following questions.

1. What is the weather like?
2. What is the landscape like?
3. Why does the land seem to overwhelm the beginnings of human society?
4. Why is the land beautiful in a 'savage' way?
5. What are Carl and Alexandra doing?
6. Why is Alexandra worried?
7. Why does Alexandra's father count on his fingers all day?
8. What does Carl suggest to cheer up Alexandra's father?

Italian Emigration



There was a large-scale migration of Italians to the Americas and Australia in the period between the unification of Italy in 1861 and the beginning of World War I.
In the last decades of the 19th century, Italy was one of the most overcrowded countries in Europe and many began to consider the possibility of leaving Italy to escape low wages and high taxes.
Much of Italy – and especially southern Italy – at the time of unification was rural and land management practices did not easily convince farmers to stay on the land and work the soil. Most of the people who left Italy in those years were from rural communities and had very little education. From 1890 to 1900, 655,888 arrived in the United States, of whom two-thirds were men. They considered America as the land of opportunity and most planned to return to their mother country once they had built up some capital.
Most Italians found unskilled work in America's cities. There were large colonies in New York, Philadelphia, Chicago, Baltimore and Detroit. From 1900 to 1910 over 2,100,000 arrived. Of these, around 40 per cent eventually returned to Italy.
Willing to work long hours on low wages, the Italians now began to rival the Irish for much of the unskilled work available in industrial areas. This sometimes led to hostilities breaking out between the two groups of workers. The Italians were also recruited into the garment industry.
In the second phase of emigration – from 1900 to World War I – most emigrants were from the south and were driven off the land by inefficient land management policies. The extreme economic difficulties of post-war Italy and the severe internal tensions (the rise of Fascism) urged about 615,000 people to emigrate in 1920, half of them going to the United States.
A third phase of emigration took place after World War II, when Italians emigrated mostly towards other European nations such as France, Belgium and Germany. They were hired in the sectors of construction, railways and mining. In the same years the industrial development in the northern regions of Italy stimulated a mass internal emigration from the South to the North.

READING COMPREHENSION

Answer the following questions.

1. Why did many Italians emigrate at the end of the 19th century?
2. Where did most of them settle?
3. Why did many choose to migrate to the USA?
4. What did they do in America?
5. When did the second phase of Italian emigration take place?
6. What were the main causes of this second wave of Italian emigrants?
7. When did the third phase of emigration occur?
8. Where did most of the Italian emigrants settle after World War II?

The Land of Opportunity 5.1

For decades the United States of America has been recognised throughout the world as the 'Land of Opportunity', making the goal of reaching its friendly shores the dreams of millions of immigrants who were looking for a better life.
The Italian writer Edward Corsi arrived in America in 1907 at the age of 10, which was the peak[1] of US immigration. He came with his parents, his brother, Giuseppe, his two sisters, Liberta and Helvetia, and a lot of hope. They were the first off the ocean liner (known as the *Florida*) with more than 1,600 other Italians. He was appointed the commissioner of Naturalisation for Immigration in 1933.
The feelings and expectations described in his book *In the Shadow of Liberty*, published in 1935, must have been familiar to all emigrants to the New World, regardless of their nationality.

1 the time when something reaches the highest point

The Land of Our Dreams
(from Edward Corsi, *In the Shadow of Liberty*, 1935)

The swelling caravan of immigration reached its record volume in 1907 when the incoming tide brought to America 1,285,349 aliens. I was one of them, a ten year old boy.
My first impressions of the new world will always remain etched in my memory, particularly that hazy[1] October morning when I first saw Ellis Island. The steamer *Florida*, fourteen days out of Naples, filled to capacity with sixteen hundred natives of Italy, had weathered[2] one of the worst storms in our captain's memory; and glad we were, both children and grown-ups,[3] to leave the open sea and come at last through the Narrows into the Bay.
My mother, my stepfather,[4] my brother Giuseppe, and my two sisters, Liberta and Helvetia, all of us together, happy that we had come through the storm safely, clustered on

Do your parents or grandparents have any relatives who emigrated to the States? If so, when did they move there? Where do they live?
Are they still in touch with your family?

1 misty
2 come through a difficult situation safely
3 adults
4 a man who is married to your mother but is not your father



the foredeck for fear of separation and looked with wonder on this miraculous land of our dreams. Giuseppe and I held tightly to stepfather's hands, while Liberta and Helvetia clung[5] to mother. Passengers all about[6] us were crowding against the rail. Jabbered[7] conversation, sharp cries, laughs and cheers – a steadily rising din[8] filled the air. Mothers and fathers lifted up babies so that they could see, off to the left, the *Statue of Liberty*.

I looked at the statue with a sense of bewilderment, half doubting its reality. Looming[9] shadowy through the mist, it brought silence to the decks of the *Florida*. This symbol of America – this enormous expression of what we all had been taught was the inner meaning of this new country we were coming to – inspired awe in the hopeful immigrants. Many older persons among us, burdened with a thousand memories of what they were leaving behind, had been openly weeping ever since we entered the narrower waters on our final approach toward the unknown. Now somehow steadied,[10] I suppose, by the concreteness of the symbol of America's freedom, they dried their tears.

Directly in front of the *Florida*, half visible in the faintly-colored haze, rose a second and even greater challenge to the imagination.

'Mountains!' I cried to Giuseppe. 'Look at them!'

'They're strange', he said, 'why don't they have snow on them?'. He was craning[11] his neck and standing on tiptoe to stare at the New York skyline.

Stepfather looked toward the skyscrapers, and, smiling, assured us that they were not mountains but buildings – 'the highest buildings in the world'.

On every side the harbor offered its marvels: tugs,[12] barges,[13] sloops,[14] lighters,[15] sluggish freighters and giant ocean liners – all moving in different directions, managing, by what seemed to us a miracle, to dart in and out and up and down without colliding with one another. They spoke to us through the varied sounds of their whistles, and the *Florida* replied with a deep echoing voice. Bells clanged through our ship, precipitating a new flurry[16] among our fellow-passengers. Many of these people had come from provinces far distant from ours, and were shouting to one another in dialects strange to me. Everything combined to increase our excitement, and we rushed from deck to deck, fearful lest we miss the smallest detail of the spectacle. Finally the *Florida* veered to the left, turning northward into the Hudson River, and now the incredible buildings of lower Manhattan came very close to us.

The officers of the ship, mighty and unapproachable beings they seemed to me, went striding up and down the decks shouting orders and directions and driving the immigrants before them. Scowling and gesturing, they pushed and pulled the passengers, herding us into separate groups as though we were animals. A few moments later we came to our dock, and the long journey was over. A small boat, the *General Putnam* of the Immigration Service, carried us from the pier to Ellis Island. (...)

During this ride across the bay, as I watched the faces of the people milling about me, I realized that Ellis Island could inspire both hope and fear. Some of the passengers were afraid and obviously dreading[17] the events of the next few hours; others were impatient, anxious to get through the inspection and be off to their destinations. I have never forgotten the scene. Impelled they may all have been, my parents and all the others alike, by a single desire – to make a fresh start in a free country; nevertheless they were a strange and motley[18] company. Crowded together upon the little deck of the *General Putnam*, each family huddled over its trunks and boxes, suitcases or bundles wrapped in bedding.[19] Some were guarding grimy piles of worn bedding wound about with string or rope or wire. Among the horde of bewildered peasants were some with their pitiful, paltry[20] personal belongings, all they had in the world, tied up in old blue or red bandannas, which they clutched anxiously as they peered over the rail toward the tiny island where their fate would be decided.

5 stayed close
6 around
7 excited
8 loud noise
9 appearing as a large unclear shape
10 become calmer
11 stretching
12 small boats used for pulling ships into a port
13 large low boats used for carrying goods on a canal or river
14 small ships with one central mast
15 large, low boats used for loading and unloading ships
16 a time when there is suddenly a lot of activity

17 feeling anxious or worried about something
18 a group of people that are very different from each other
19 bed sheets
20 worthless

Edward Corsi (1896-1965)
Son of an Italian deputy and reformer who died when Edward was still a child, he arrived in New York in 1907, together with his brother Giuseppe, his sisters Liberta and Helvetia, his mother and his stepfather. He graduated from Fordham University Law School and combined his career of law with that of journalist (he worked as a correspondent in Mexico and Italy). He published his book *In the Shadow of Liberty* in 1935. He was appointed Commissioner of Immigration under Presidents Herbert Clark Hoover and Franklin Delano Roosevelt, and Commissioner of Public Welfare under New York Mayor Fiorello La Guardia in the 1930s. Actually, he was an active Republican and in 1950 he ran for Mayor of New York but finished third.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Who is the narrator?
2. When did he arrive in America?
3. How old was he?
4. How did he travel?
5. Who did he travel with?
6. Why were they so happy when they arrived in America?
7. What was the Statue of Liberty a symbol of?
8. Why had many old passengers been crying during the voyage?
9. Why were they relieved now?
10. What was the children's mood upon their arrival?
11. How did they reach Ellis Island?
12. What was the emigrants' common wish?

ROLE-PLAYING

Imagine you are Edward Corsi and describe to the rest of the class the first impressions aroused by the American continent.

Immigration to Italy

I reaching the highest point

35

Italy has recently changed from an emigration country to an immigration one. Though Italy has a long history of emigration, which continued until the 1960s, the phenomenon of immigration to Italy began relatively late, after the oil crisis of the 1970s, when England, Germany and France closed their frontiers to immigrants. As a result, migratory flows were diverted towards southern Europe and Italy became a host country, receiving immigrants from Eastern Europe and Asian and African developing countries.

Today, given its geographical position as the natural crossroads between the Mediterranean Basin and northern Europe, Italy is having to deal with immigration on the front line. Italy's population is 57 million, of whom just over 1,500,000 are foreign nationals. Even though this is one of the smallest percentages of immigrants in Europe (about 2.8% of the population compared with the EU average of 5%, peaking[1] in Austria, Belgium and Germany at 9%) there is a constant increase in the influx of foreigners.

Italy's migration policy is designed to achieve two objectives: to favour the entry of foreign nationals into Italy, particularly to meet the demands of the domestic labour market, and to prevent illegal immigration on the grounds of security and public order. As a natural Mediterranean bridge with Africa, the Balkans and the East, Italy is perhaps the most vulnerable external border of Europe, and it is the most exposed country to the penetration by illegal immigrants from the South and from the East.

Unlike many other European countries, Italy has an annual quota system for immigrants in search of work. This means that Italian law provides for a system of programmed immigration. The quotas are based on a survey of manpower requirements on the national labour market conducted by the Ministry of Labour, which reserves specific quotas for the nationals of countries that are considered to be effectively co-operating to combat illegal immigration and the traffic in human beings.

In order to use these quotas, and indeed for authorising any foreign national to enter Italy for work, a selection should be carried out and training provided for those intending to emigrate into Italy before they leave home.

Family reunification for spouses and underage children is immediately possible for those with a renewable stay permit for at least one year.

Illegal immigrants are guaranteed essential rights such as most public health care services and access to public schools. They also have the right to free legal representation in the courts.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When did Italy become an immigration country?
2. Why did it become an immigration country?
3. Where did the first immigrants to Italy come from?
4. Why is Italy on the front line as far as immigration is concerned?
5. What are the aims of Italy's migration policy?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Developing countries .....
2. Host country .....
3. Manpower .....
4. Selection .....
5. Stay permit .....
6. Legal representation .....

IMMIGRANTS IN ITALY: AT HOME, BUT STILL APART

By Elisabeth Rosenthal

SASSUOLO, Italy: By almost all measures, members of the Qasim family are model citizens, the kind of people you would want as neighbours.

Zahi Qasim, a serious man in a V-neck sweater and slacks,[1] is a machine factory foreman[2] and a hard-working community leader. His wife, Khalwa Ghannam, is a teacher, fluent in three languages. Osama, 12, is popular, the top in his class. Ali, 1, likes to crawl on the scrubbed tile floor of the living room - decorated with proverbs from the Koran - pursuing soccer balls under tables.

During a recent visit to this northern Italian industrial city just outside Modena, the Qasims were apologetic[3] that they could not offer lunch, because they were fasting[4] for Ramadan. But in Italy, the Qasims, who were born in Palestine, are not citizens, even though they have spent half a hard-working lifetime here, raising a family. Italy's restrictive citizenship law allows immigrants to apply only after 10 years of residency, and it is filled with hard-to-meet requirements. Their children, both born in Italy,

1 trousers
2 a worker who is in charge of other workers
3 showing or saying that you are sorry
4 eating little or no food for a period of time

will be eligible only at age 18. 'We would love to be Italians,' said Ghannam, 37, six months pregnant, dressed in a maroon[5] hijab.
Their lives, though financially comfortable, are filled with little nasty[6] reminders that they are not fully accepted in a country they have called home for 20 years.
After the London bombings this summer, Qasim, 42, was interrogated by the police, who also searched his home. He said he believes his cellphone is tapped.[7]
When friends from Turin came for Ramadan dinner, the police called to ask who they were and chastised[8] the Qasims for not reporting them.
Qasim's efforts to buy a building for a Muslim Sunday school were blocked for two years by local leaders who objected that the site lacked parking.
Sassuolo's churches do not have parking lots, he noted.
'Sure it bothers me, because this is because I am a Muslim and they wouldn't do it to a European,' he said. 'We tell our children you have to work harder, to be the best in Italy, that hate gets us nowhere. This isn't our city and they have a right to control us if they want.'
European leaders have been forced into uncomfortable introspection in past weeks, as cars and buildings burned in France, set afire by second- and third-generation Muslim immigrants who have never felt that Europe welcomed them. (...)
While it was a particular mix of alienation, unemployment and anger that set the suburbs of Paris ablaze,[9] government policies and social attitudes in many European countries conspire to isolate, rather than integrate, immigrants in general – and Muslim immigrants in particular – even if they have lived in Europe for years.(...)
In Sassuolo, a city of 40,000, known for its ceramics factories, there have been no fires or violence. But there have certainly been a few figurative sparks and a good dose of tension since Muslims started pouring in[10] a decade ago.
This summer, there were angry protests by immigrants and leftist labour groups after officials evicted[11] the residents of a hulking[12] green apartment building, Casa San Pietro, who were almost all Muslim immigrants from Morocco.
'There were drug dealers, the lights and drains didn't work anymore, it was falling apart,' said Graziano Pattuzzi, the mayor of Sassuolo, explaining his decision. 'Citizens said there were weapons in the building, and police refused to answer calls there, for fear of being pelted[13] with rocks and bottles. The situation was untenable.[14]
Another motivation, the mayor said, was to end the ghettoisation of new immigrants and to promote integration. He said that many experts contend that districts should contain at most 4 per cent immigrants. Higher concentrations only isolate immigrants from Italians and vice versa, he said.
About 9 per cent of Sassuolo's population is non-Italian, and 68 per cent of those foreigners are Muslims. A few apartment buildings had become inhabited almost entirely by people of Moroccan background, Pattuzzi said. While protest leaders acknowledged that the neighbourhood around Casa San Pietro was beset by petty crime, they said it had nothing to do with the residents, most of whom worked and even owned their apartments.
They said Sassuolo's government has helped to foster a climate of racism, or at least has done little to counteract it.
'We're at the point now that if a call center or a Pakistani restaurant opens, you've got a residents' association put together to protest against it,' said Paolo Brini, a union leader who has helped organise the immigrants.
A residents' association in the city's Rometta neighbourhood is trying to block the construction of a housing complex because it is likely to attract immigrants, Brini said. 'It's a ticking social bomb.'
Unlike France and Britain, whose Muslim immigrants started coming from former colonies many decades ago, those in Italy are relatively new. In Sassuolo, single men began to arrive 15 years ago, followed by their families in the past 7 to 10 years. Today, about half the schoolchildren in some neighbourhoods are from immigrant families, Pattuzzi said.
It has been something of an uncomfortable adjustment. Ghannam said her son had endured teasing about his name, Osama, especially after Sept. 11th 2001. On the other hand, teachers have been understanding when the boy missed school on Muslim holy days, and one even called for advice on how to figure the direction of Mecca, so that Osama could pray during a school trip.
When the Qasims first moved into their apartment, on the third floor above a fruit store, their Italian neighbours were cold and hostile. But that has improved with time, they said.(...)
Many Italian families complain about the influx, linking Muslims with petty crime, Pattuzzi acknowledged. One of the reasons Casa San Pietro had turned into a ghetto, he said, was that many Italian landlords[15] were unwilling to rent to Muslims.
'We've got a way to go to arrive at inclusion or integration, when it comes to work, culture, education and civic life,' Pattuzzi said. (...)
'We never thought of immigrants as people who would stay and live here for the future,' said Renzo Guolo, a sociologist and Islam expert at the University of Padua, in Italy. 'We just don't know how to build a society of different ethnic groups.'
One important first step, he and others like Guolo say, would be to allow easier access to citizenship. 'How can we expect them to follow the law, unless we give them something to make them feel part of the nation?' Guolo asked.
Italy is one of the few countries in Europe where birth does not confer citizenship. Although immigrants may apply after 10 years' proven legal residency, the state has no obligation to respond in a timely manner and the process often drags on,[16] experts said.
But if Qasim is not Italian, then it is hard to know what



he is, since he has no other place that he considers home. The family keeps a house in Ramallah, West Bank, and returns there for summer vacations, but Osama no longer fits in with the boys of his age, who he said are mostly working part time. Qasim does not feel safe in Palestine. When Osama speaks Arabic with his parents, it is peppered with Italian.
'I will never lose my roots, but we have to live as Italians because it is our country now,' said Qasim, who, though devout, has given up some of the more orthodox trappings of Islam, ones that he considers cultural, but not essential to religious practice.
For example, men and women mix and work side by side in the Islamic association that Qasim runs, even though they would be separated in the Middle East. 'There are aspects of Islam that work in Palestine that don't work here,' he said. (...)
After two years of delays, Qasim was able to open his Islamic centre – which includes a prayer hall and a weekend school – though he warns members to park far away, so as not to provoke the authorities.
When he talks to his son, Osama, after 20 years in Italy, Qasim still repeats the immigrants' mantra: ignore the slights,[17] work harder than classmates. 'Anyway, I tell him, Palestinians are used to being controlled. Just think what it is like in Ramallah.'

(Adapted from *Herald Tribune*)

abc

5 dark brownish red colour
6 extremely unkind and unpleasant
7 controlled by a special piece of electronic equipment
8 criticised severely
9 made to burn
10 flowing
11 told them they had to leave the house where they were living
12 very big
13 attacked
14 impossible to continue
15 people who rent rooms or buildings
16 continues for too long
17 offence

EXTENSION

READING COMPREHENSION

Answer the following questions.

1. Where are the Qasims from?
2. Where do they live?
3. Why can't the Qasims apply for the Italian citizenship?
4. How long have they been living in Italy?
5. Why was Qasim interrogated by the police?
6. What happened in the suburbs of Paris in 2005?
7. Why were there tensions in Sassuolo?
8. Why was Casa San Pietro evicted?
9. When did the first immigrants arrive in Sassuolo?
10. What is Mr Pattuzzi's opinion about immigrants in Sassuolo?
11. Why should immigrants have an easier access to citizenship according to Mr Guolo?
12. Is Qasim a strict follower of Islam?

WRITING

Write sentences which have the same meaning as the following.

1. Qasim's efforts to buy a building for a Muslim Sunday school were blocked for two years by local leaders who objected that the site lacked parking.

.....

.....

2. A few apartment buildings had become inhabited almost entirely by people of Moroccan background, Pattuzzi said.

.....

.....

3. 'We never thought of immigrants as people who would stay and live here for the future,' said Renzo Guolo.

.....

4. For example, men and women mix and work side by side in the Islamic association that Qasim runs, even though they would be separated in the Middle East.

.....

.....

SPEAKING

Is there a community of immigrants in the place where you live? Describe it focusing on the aspects considered in the article above (housing, citizenship, relationship with Italian people, habits, religion etc.).

Eugeen Van Mieghem (1875-1930)
He was born near Antwerp's docks. Even at primary school he showed a talent for drawing.
He was introduced to the work of Van Gogh, Seurat, Meunier, Toulouse-Lautrec and others at an exhibition organised by Henry van de Velde at the Antwerp Academy around 1892.
Since his childhood, he was a close observer of maritime activity.
In 1901 Van Mieghem had his first taste of real success at 'La Libre Esthétique' salon in Brussels, where his pastels and drawings hung alongside works by French impressionists.
In March 1919 he showed his wartime work in Antwerp. This remarkable series of mainly drawings and pastels met with the wide approval of art critics. In 1929 he became a teacher of life drawing at the Academy in Antwerp and he participated in exhibitions every year until his death in 1930.
Van Mieghem drew and painted the lives of ordinary people, capturing social reality with power and authenticity.



PAINTING ANALYSIS

Answer the following questions.

1. Who/What do you see in the foreground?

.....

2. What are those people doing?

.....

3. What are they wearing?

.....

4. Where is the scene set?

.....

5 What do you see in the background?

.....

6 From what you see, can you tell the time of the day?

.....

7 What colours do you see in the painting?

.....

8 What is the general atmosphere like?

.....

36

CLOZE EXERCISE

Read the text about Eugeen Van Mieghem and fill in the gaps with the following words: **train** ◦ **memories** ◦ **realism** ◦ **1993** ◦ **models** ◦ **poverty** ◦ **1934** ◦ **crash** ◦ **arrival** ◦ **shows** ◦ **luggage** ◦ **academy** ◦ **child** ◦ **teachers** ◦ **immigration** ◦ **mothers.**

EUGEEN VAN MIEGHEM AND THE EMIGRANTS OF THE RED STAR LINE

Van Mieghem's paintings and drawings, along with photographs, posters, ship ..... 1, furnishings and other archival material, appear in a poignant show, 'Antwerp = America: Eugeen Van Mieghem and the Emigrants of the Red Star Line,' at the South Street Seaport Museum in New York . The show details Antwerp's crucial role in the ..... 2 saga.

From 1873 to ..... 3, the Red Star Line, its ships flying the Belgian flag although its ownership was American, took 2.7 million emigrants from Antwerp to America. Many were Jews escaping the ..... 4 and concentration camps of Eastern Europe.

Exhausted from the ordeals of illegal border crossings, endless ..... 5 rides and travel by foot, those who had to travel in steerage – which meant most – were subjected to dockside inspections and the disinfection of their ..... 6.

Those who couldn't be given a clean bill of health were turned back. Those sent on were examined more exhaustively on ..... 7.

Engrossed by the scene, Van Mieghem caught it all: ..... 8 with babies, children, bent old women, bearded men, as well as the people of the port (sailors, ship captains, prostitutes, women who stitched bags for grain).

'Emigrants Waiting Near the River Scheldt', a bleak view of two men and a ..... 9 hanging out at a parapet over the river, depicts the trying vigil of those waiting for a ship.

Though his no-style style, ... 10 with Expressionist overtones, remained a constant, Van Mieghem started out as a champion of modernity. Early on, he was dismissed from the Antwerp Art Academy because his conservative ..... 11 disliked his subject matter and his free, spontaneous way with it. He threw his lot in with progressive political and cultural movements, even becoming involved with an anarchist group, and by the early 1900s was recognised as one of the most promising young artists of the Antwerp school.

Van Mieghem's work continued to be well received as he took part in various Belgian and European ..... 12 over the years, occasionally experimenting with new forms but always going back to his port subjects. In 1920 he was appointed a professor at the very ..... 13 that had dismissed him.

After World War II, interest in his work began to wane. But attempts are being made in Belgium to rehabilitate his reputation. The *Eugeen Van Mieghem Society* was formed in 1982 and held its first retrospective three years later; the Eugeen Van Mieghem Museum opened in Antwerp in .... 14.

In 1995 a Dutch museum became the first outside Belgium to organise an important Van Mieghem show. The current show is a combined effort of the *Eugeen Van Mieghem Foundation*, various Belgian supporters and promoters, and the *Friends of the Red Star Line*, in partnership with the South Street Seaport Museum.

As for the Red Star Line, it went out of business in 1934, thanks in part to the stock market ..... 15 and drastically decreased immigration.

But its buildings, purchased in 2004 by the city of Antwerp, are still located on the Rijn Quay and are to be converted into a space 'dedicated to reflection and .....' 16, where visitors can learn about the wrenching immigrant experience.

(Adapted from *The New York Times*)

grammar practice

COMPARATIVI E SUPERLATIVI

Comparativi di maggioranza. Nel caso di aggettivi ed avverbi monosillabici e di aggettivi ed avverbi bisillabici terminanti in *-y, -ow, -e, -er, -le*, il comparativo di maggioranza si forma aggiungendo il suffisso **-er**.

Es. Small → *smaller* Nice → *nicer* Pretty → *prettier*

Gli aggettivi e gli avverbi terminanti per consonante preceduta da una sola vocale raddoppiano la consonante finale prima di aggiungere *-er*.

Es. Big → *bigger*

Il secondo termine di paragone è introdotto da *than*.

Es. Winter is colder in England than in Italy. → *L'inverno è più freddo in Inghilterra che in Italia.*
Jane is prettier than Pat. → *Jane è più carina di Pat.*

Gli aggettivi plurisillabici sono invece preceduti da *more*.

Es. Your car is more expensive than mine. → *La tua macchina è più costosa della mia.*

La stessa cosa accade nel caso di comparativo di maggioranza di sostantivi (sia singolari sia plurali).

Es. She earns more money than her husband. → *Guadagna più denaro di suo marito.*
Fred has more friends than Tom. → *Fred ha più amici di Tom.*

Comparativi di uguaglianza. Nel caso di aggettivi e avverbi il comparativo di uguaglianza si forma facendo precedere l'aggettivo/avverbio da *as* e facendolo seguire da *as*. Nelle frasi negative il primo *as* può essere sostituito da *so*.

Es. She is as beautiful as clever. → *È tanto bella quanto intelligente.*
He is not so intelligent as you. → *Non è intelligente quanto te.*

I sostantivi singolari vengono preceduti da *as much* e seguiti da *as*.

Es. I have as much money as you. → *Ho tanto denaro quanto te.*

Quelli plurali sono preceduti da *as many* e seguiti da *as*.

Es. In my class there are as many boys as girls. → *Nella mia classe ci sono tanti ragazzi quante ragazze.*

Comparativi di minoranza. Si formano premettendo *less* ad aggettivi, avverbi e sostantivi singolari, *fewer* a sostantivi plurali. Sia nell'uno sia nell'altro caso il secondo termine di paragone è introdotto da *than*.

Es. Tom is less fat than Jack. → *Tom è meno grasso di Jack.*
We have less homework than you. → *Abbiamo meno compiti di voi.*
She has fewer friends than me. → *Lei ha meno amici di me.*

Superlativi. Ne esistono due tipi: il *superlativo assoluto* e il *superlativo relativo*.

Il **superlativo assoluto** si forma premettendo *very* all'aggettivo.

Es. Jane is very pretty. → *Jane è graziosissima.*

Per formare, invece, il **superlativo relativo** di maggioranza, gli aggettivi monosillabici e quelli bisillabici terminanti in *-e, -er, -y, -ow, -le*, aggiungono *-est* e vengono preceduti dall'articolo *the*.

Es. He is the cleverest student in my class. → *È lo studente più intelligente della mia classe.*

Tutti gli altri aggettivi vengono preceduti da *the most*.

Es. This is the most expensive restaurant in my town. → *Questo è il ristorante più caro della mia città.*

Comparativi e superlativi irregolari. Di seguito sono indicati i comparativi e i superlativi degli aggettivi irregolari più comuni.

GOOD (BUONO)	BETTER	THE BEST
BAD (CATTIVO)	WORSE	THE WORST
FAR (LONTANO)	FARTHER/FURTHER (ULTERIORE)	THE FARTHEST/THE FURTHEST
NEAR (VICINO)	NEARER	THE NEAREST (IL PIÙ VICINO) THE NEXT (IL SUCCESSIVO)
MUCH (MOLTO)	MORE	THE MOST
LITTLE (POCO)	LESS	THE LEAST
LATE (TARDI)	LATER	THE LATEST (IL PIÙ RECENTE) THE LAST (L'ULTIMO)

EXERCISE *Write the comparatives of the following adjectives.*

1. Pretty .....
2. Strict .....
3. Sensitive .....
4. Popular .....
5. Sad .....
6. Precious .....
7. Wealthy .....
8. Good .....
9. Cheap .....
10. Strong .....

EXERCISE *Make comparisons.*

1. English – easy – Japanese
   .....
   .....
2. Norway – cold – Greece
   .....
   .....

1 Alice – clever – her sister
.....
.....

2 Summer – dry – autumn
.....
.....

3 A bus – slow – a car
.....
.....

4 Hong Kong – crowded – Helsinki
.....
.....

5 Ham – tasty – chicken
.....
.....

6 Football – popular – golf
.....
.....

7 Mount Everest – high – Mount Blanc
.....
.....

8 New York – big – Milan
.....
.....

EXERCISE *Write comparisons with 'as ... as' 'as much ... as' 'as many ... as'.*

1 You can take ..... CDs ..... you like.

2 She is ..... attractive ..... her mother.

3 Sam doesn't drink ..... beer ..... his father.

4 She doesn't have ..... time ..... you.

5 He isn't ..... rich ..... you think.

EXERCISE *Write sentences with superlatives.*

1 The river Po is ..... (long) river in Italy.

2 The Alps are ..... (high) mountains in Europe.

3 That is ..... (exciting) story I have ever read.

4 This is ..... (small) room in the house.

5 What is ..... (populated) city in the world?

6 They're staying at ..... (expensive) hotel in town.

7 Who is ..... (old) student in your class?

8 I'm so happy. I must be ..... (happy) man in the world.

9 I'm going on a trip with my ..... (good) friend.

10 Tom is ..... (intelligent) person I know.

EXERCISE *Translate the following sentences.*

1 Margaret è la più elegante tra le mie amiche.
.....

2 È il film più divertente che abbia mai visto!
.....

3 Qual è il fiume più lungo d'Europa?
.....

4 I tedeschi bevono più birra degli Italiani.
.....

5 La mia macchina è meno cara di quella di Tom.
.....

6 John è la persona più fortunata che io conosca.
.....

7 Il giardinaggio è tra i passatempi più rilassanti.
.....

8 Ieri era più caldo di quanto pensassi.
.....

9 Mangio meno di te ma sono più grassa.
.....

10 All'ufficio postale c'erano meno persone di quanto pensassi.
.....

EXERCISE *Point out the main differences between England and Italy. Write six sentences using comparatives.*

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

EXERCISE *Rewrite the following sentences using the given words.*

1 John can ski better than Samuel.
Samuel can't .....

2 You are eating too much.
You should eat .....

5 I thought the book would be more interesting.
The book wasn't .....

6 I don't know as much French as Paula does.
Paula knows .....

7 Fish is more expensive than meat.
Meat .....

8 Your French test was better than mine.
My French test .....

9 Milan is bigger than Genoa.
Genoa is not .....

10 That's the worst film I have ever seen.
I have never seen a .....

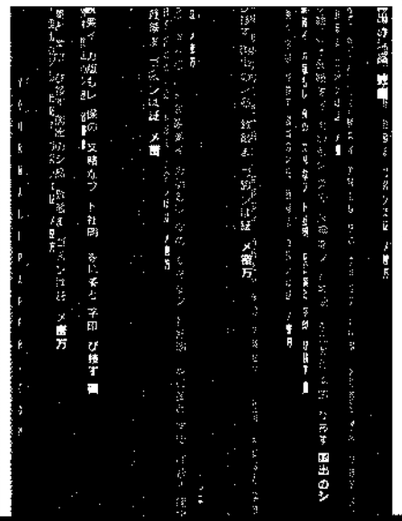
Life in the 21st Century

MODULE 6

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- THE EARTH'S FUTURE;
- BUILDING A BETTER HUMAN;
- TECHNOLOGY AND CONTROL OF SOCIETY;
- NEW TRENDS IN COMMUNICATION;
- THE MACHINE SUPREMACY;
- FUTURE LIFESTYLES;
- THE END OF PRIVACY;
- THE FUTURE OF WORK.

YOU WILL ALSO LEARN HOW TO ANALYSE A FILM.
FINALLY, YOU WILL REVISE THE USE OF SOME MODAL VERBS (MUST/SHALL/SHOULD).



1 Introduction
2 Environment in the 21st Century
3 Building a Better Human
4 New Trends in Communication
5 Future Lifestyles
6 The End of Privacy?
7 The Future of Work
The World of Cinema
The World of Painting

GRAMMAR PRACTICE

I verbi modali

WEBBOOK LIBRO MISTO CON MATERIALI ON-LINE san marco **Web Extension**

37 Climate Chaos Predicted by CO_2 Study
38 Wales Plans for Energy Self-Sufficiency with Renewables in 20 Years
39 Using Genetics To 'Improve' Human Beings
40 Big Brother Takes a Controlling Interest in Chips
41 Social Networking Tools Give Introverts Opportunities To Connect
42 What is a Robot?
43 The World of Cinema

Introduction



In the century that has just begun science and technology seem to influence society as never before. Scientific achievements continue to expand the frontier of knowledge at a sustained pace[1] and increasingly contribute to technological progress that affects our ways of living and working.

Only twenty years ago, cell phones, laptops, pagers, and fax machines were in the realm of scientists and science fiction. Today, those technologies and the Internet have gained widespread[2] public acceptance and use.

The digital and information revolution has changed the way the world learns, communicates, does business and treats illnesses. The information revolution is profoundly changing economies, markets, consumer values and segmentation, jobs and labour markets. But the impact may be even greater on societies and politics and, above all, on the way we see the world and ourselves in it. E-commerce, in particular, is having a revolutionary impact on society.

Teenagers, in particular, are the first real citizens of the digital world. They have grown up in a world in which electronic delivery of information is more accepted than conventional media types.

abc
1 speed
2 existing in many places
3 unusual or interesting

Many scientists and engineers dream of the day when we will simply tell computers what to do, without telling them exactly how to do in detail. The constant progress in computer hardware and software has brought them much closer to reality, producing at the same time some striking[3] demonstrations of intelligent computers. Artificial Intelligence (known as AI) is the attempt to give computers some of the flexibility and creativity which humans show when solving problems or when talking with one another.

As far as the environment is concerned, sea level rise, warming temperatures, uncertain effects on forest and agricultural systems, and increased variability and volatility in weather patterns are expected to have a significant and disproportionate impact during the 21st century, especially in the developing world, where the poor remain most susceptible to the potential damage and uncertainties inherent in a changing climate.

Another phenomenon typical of the 21st century is globalization. There are many different definitions of globalization, but most acknowledge the greater movement of people, goods, capital and ideas due to[4] increased economic integration which in turn is propelled by increased trade and investment. It is like moving towards living in a borderless world.

There has always been a sharing of goods, services, knowledge and cultures between people and countries, but in recent years improved technologies and a reduction of barriers means the speed of exchange is much faster. Globalization provides both opportunities and challenges. Bigger markets can mean bigger profits which lead to greater wealth for investing in development and reducing poverty in many countries. However, weak domestic policies, institutions and infrastructure and trade barriers can restrict a country's ability to take advantages of the changes.

abc
4 caused by

ACTIVITIES

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Frontier .....
2. Laptop .....
3. E-commerce .....
4. Creativity .....
5. Sea level rise .....
6. Borderless .....

READING COMPREHENSION

Answer the following questions.

1. What is life especially affected by in our times?
2. Which technological devices have become very popular today?
3. Why has the information revolution had such a great impact on society?
4. Why are teenagers the first real citizens of the digital world?
5. What is Artificial Intelligence?
6. Which factors will influence the environment in the future?
7. What is globalization?
8. What are the positive aspects of globalization?

ACTIVITIES

WRITING

Write sentences which have the same meaning as the following.

1. In the century that has just begun science and technology seem to influence society as never before.

.....

.....

2. Today, those technologies and the Internet have gained widespread public acceptance and use.

.....

.....

3. There has always been a sharing of goods, services, knowledge and cultures between people and countries.

.....

.....

4. Bigger markets can mean bigger profits which lead to greater wealth for investing in development and reducing poverty in many countries.

.....

.....

Environment in the 21st Century

Urged by the desire to improve his living conditions and his quality of life, man has achieved great inventions in the field of science and technology. But man's influence has also had an impact on the habitats and the living conditions of many plants and animals. This happens because, as technology and industries become more advanced, more and more of the natural resources available are being used. Among these are perpetual, renewable and non-renewable resources. Unlike perpetual resources (e.g. sunlight), which are unlimited, both renewable and non-renewable resources have a limit, but renewable resources (e.g. trees) can be replaced if they are used and produced at the same time.

Deforestation is especially present in the tropical areas because of the poor economic conditions of the countries where big rainforests are located. The leaders of those



Tropical deforestation accounts for about 20% of all human-induced emissions every year

countries sell the rights to logging[1] companies, which use large machines such as bulldozers to cut down trees, which supply firewood and wood for the building industry. In addition to trees being destroyed, hundreds of animal or plant species are destroyed along with them. The tropical rainforests are in fact home of half of the Earth's living beings.

Besides, the destruction of forests will also have serious effects on the global climate, on agriculture and on water supply. Water scarcity will cause food scarcity, and all this will lead to high food prices, thus causing economic and political instability, especially in the developing countries.

Today, people are beginning to realize that, in the near future, the degradation of the environment will challenge our economic system and that, in order to have a sustainable development, we will have to replace our fossil-fuel-based system with a global renewable-energy-based economy.

1 cutting down trees for timber

ACTIVITIES

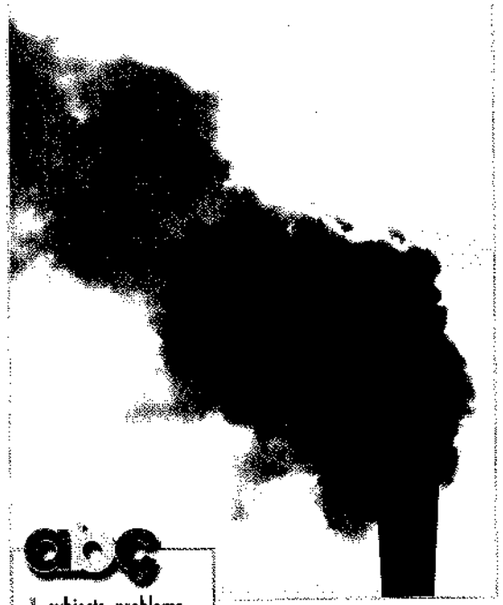
READING COMPREHENSION

Answer the following questions.

1. How many types of natural resources are there and what are their characteristics?
2. Why will deforestation have such a catastrophic effect?
3. What can we do to foster a sustainable development?

2.1 The Earth's Future

37



Environmental issues[1] affect every form of life on this planet from the smallest parasite to the human race. A single disruption in the Earth's delicate balance can lead to the destruction of many species.

Human activities over the past fifty years have seriously degraded the environment. Industrial development and population growth have polluted or over-exploited most ecosystems, from clean air to fresh water, producing what amounts to a state of emergency.

We have damaged the environment and depleted[2] our fossil fuels almost to nothing. Unfortunately the prevailing attitude among the nations is that economic prosperity is far more important than ecological issues. By the year 2015, many developing countries will be emitting as much or more gas emissions as developed countries are now.

People create incredible amounts of waste matter in their daily lives. Not only does human sewage[3] create disposal problems – dirty water and used chemicals from factories and the fumes from chimneys, motor cars and aircraft poison[4] air and water too. Massive loads of dangerous or lethal chemicals and atomic waste have been dumped[5] into the oceans, and the rivers throughout the world act as drains, carrying a great mass of chemical and organic waste into the oceans.

Pollution is a problem that we are just beginning to try and control properly. Whether it is air pollution or water pollution, it is very dangerous to us and other forms of life around us. Conservation of the environment is not a luxury but a necessity. But what can we do to save our planet? Everybody needs to contribute to prevention and limit the amount of waste material. For this reason, conservation pressure groups (like the *Friends of the Earth* organisation, or *Greenpeace*) have learnt to adopt high-visibility campaigns to get this message across.

1 subjects, problems
2 reduced
3 waste from the human body and used water
4 pollute
5 thrown

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Why is environmental conservation so important for our life?
2. What are the main causes of pollution?
3. Why are many nations still ignoring environmental issues?
4. What can we do to reduce pollution?

VOCABULARY

Find in the text the English equivalents of the following Italian words.

1. equilibrio .....
2. ciminiere .....
3. smaltimento .....
4. fogne .....
5. gruppi di pressione .....
6. esalazioni .....

ACTIVITIES

CLOZE EXERCISE

Read the following short text on energy sources and fill in the blank spaces with the following words: **sun** **less** **geothermal** **unsustainable** **alternative** **turbine** **sources** **oil.**

MAIN ENERGY SOURCES

Electricity is produced by ..... 1 generators in power stations. Turbines can be driven by different energy ..... 2.

Though our current reliance on fossil fuels is ..... 3 in the future, clean energy sources like wind, ... 4 and water do not make enough economic sense to replace ..... 5.

That is the reason why many experts are starting to talk of building a hybrid economy. Rather than replacing hydrocarbons entirely, we should find ways to use ..... 6 oil – and use it more efficiently.

The main ..... 7 energy sources are wind, solar energy, hydroelectric, ... 8 and thermoelectric energy.

2.2 The Greenhouse Effect

1 increases

The term 'greenhouse effect' was first used in the early 1880s to describe the naturally occurring functions of gases in the atmosphere. It was not until the mid-1950s, however, that it was associated to the idea of climate change.

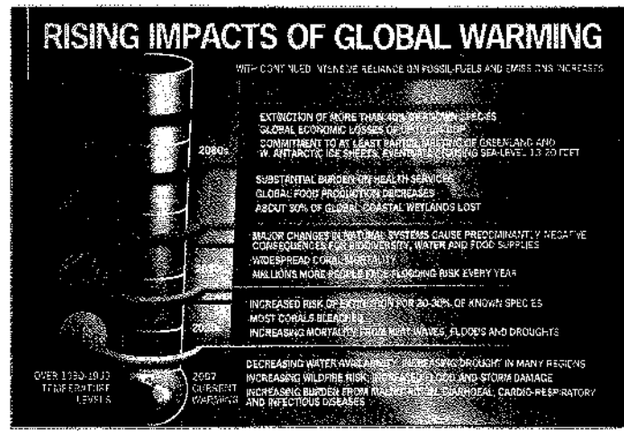
The atmosphere contains a variety of 'greenhouse gases' which ensure life on Earth. Carbon dioxide (CO_2), in particular, helps moderate heat loss to outer space. Other greenhouse gases include methane, nitrous oxide, ozone and chlorofluorocarbons.

The 'greenhouse effect' is a natural phenomenon whereby carbon dioxide acts like the glass in a greenhouse, trapping heat from the sun and keeping the Earth warm. Greenhouse gases keep the temperature on Earth within a range that suits humans, plants, and animal life. Without these gases, the Earth's average temperature would be too cold for people to survive.

However, if additional greenhouse gases are generated, this leads to a gradual increase in temperature on the Earth's surface. The consequences of this are changes in weather patterns, sea levels and other natural cycles.

But why does greenhouse gas increase? Burning fossil fuels produces increased carbon dioxide which, along with other man-made emissions, boosts[1] the greenhouse effect, causing a rise in temperature which is known as 'global warming'. This happens because forests, most of which have been destroyed, cannot convert such a large amount of CO_2 into oxygen. The increase in carbon levels caused by deforestation inevitably leads to an increase in temperature, and eventually a change in climate and weather. The contribution of fossil fuels in this process is dominant.

The IPCC thermometer.



38

The possibility of long term global warming is still open to debate. According to the UN Intergovernmental Panel on Climate Change (IPCC) temperatures will rise up worldwide by 1.4 to 5.8° C between 1990 and 2100, causing more extreme weather events such as hurricanes, floods and droughts. Even the oceans will become warmer and the polar icecaps will start to melt, thus disturbing the balance of nature.



KEYWORDS

UN stands for United Nations, an international organisation established after World War II. Among its purposes are the maintenance of international peace, the development of friendly relations among states, and the cooperation in solving international, social, economic, and humanitarian problems. Today 191 nations are UN members.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is the original meaning of 'greenhouse effect'?
2. What is the function of greenhouse gases?
3. What happens when greenhouse gases increase?
4. Why does deforestation play such an important role in global warming?
5. What are the main consequences of global warming?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Climate change .....
2. To ensure .....
3. Trapping .....
4. Average .....
5. Consequences .....
6. Man-made .....

LISTENING



While listening to the following text on natural gas fill in the blanks.

NATURAL GAS

For years oil companies have seen natural gas as the environmentally ..... 1 fossil fuel of the future. ..... 2 companies have invested billions in new gas-fired plants that meet increasingly stringent emissions requirements. But what are the main advantages of gas as energy source?

ACTIVITIES

First of all natural gas is the ..... 3 and most abundant fossil fuel. Besides, natural gas reserves are found all around the world. There is no gas cartel to deal with, at least for the moment. And the environmental ..... 4 are manifest. From the industry point of view, the main challenge has been the ..... 5 and difficulty of shipping the stuff. Gas can be sent through ..... 6, but pipelines do not cross oceans. A solution may be ..... 7 natural gas. Liquefied Natural Gas (LNG) makes the world's natural gas accessible to the people that need it. It is a vital step towards cleaner ..... 8. Europe and ..... 9 are now the main buyers, but North America has the most growth potential. Even if most of the terminal projects now planned for North America are never built, and only four or five are eventually completed, that could be enough for the next ..... 10 or so. Malaysia and some other countries already use compressed natural gas to power ..... 11 and public vehicles, and oil companies are developing 'gas to liquid' processes to make more ..... 12 fuels.

(Adapted from *Newsweek*)

SAVE THE PLANET... STAY ON THE GROUND

Air transport is the fastest growing source of greenhouse gas emissions but has so far sparked[1] relatively little concern among governments and international bodies. (...) Eugenio Yunis, the World's Tourism Organization's director of sustainable development admits that his organization is only now beginning a study on the environmental impact of air travel. Yunis is strident[2] in his defence of people's insatiable appetite to fly the world. 'The important point is people's desire for mobility. The expansion of tourism demand is something that cannot be controlled – we live in a free society and the solution is not to stop people travelling or price them out of the sky with taxes. So we have to make these trips as least damaging as possible.'

Like many proponents of the freedom to fly wherever we want, Yunis talks about the jets of the future being run on[3] hydrogen and the airlines investing billions in newer, more efficient aircraft. But the prospect of viable alternatives to kerosene as the normal aviation fuel is probably 50 years away. And the fact that the world's aircraft fleet has doubled its fuel efficiency over the past 30 years does not make up for the fact that global air traffic has quadrupled since 1970, from 350 billion passenger miles a year to 1,500 billion passenger miles a year. This is forecast to more than double by 2015 and double or even triple again by 2050. Where on earth are we going to put all those runways, planes and greenhouse gases?

(...) Air fares have fallen by 40 per cent in real terms in the past 25 years. And in Britain the mushrooming of the low-cost airlines in the past five years has caught the public's imagination, with flights sometimes for under a tenner[5] on the likes of Ryanair and Easyjet. (...) But just as the bonanza[6] is taking off, so the alarm bells start ringing. In the Eighties the car became the symbol of independence, freedom and personal mobility. Cheap, fun, cool – let's build more roads. And where did that get us? Britain's motorists are now going nowhere fast, with the worst congestion and highest car dependency in Europe. Serious concerns about the effects of road traffic pollution on human health and global warming have shattered[7] the illusion of car as king. Is the jumbo jet destined to go the same way in the twenty-first century?

Aviation is the source of about 13 per cent of the carbon dioxide emitted by transport and represents two per cent of all carbon dioxide emissions from man-made sources. Jet engines give out not only carbon dioxide

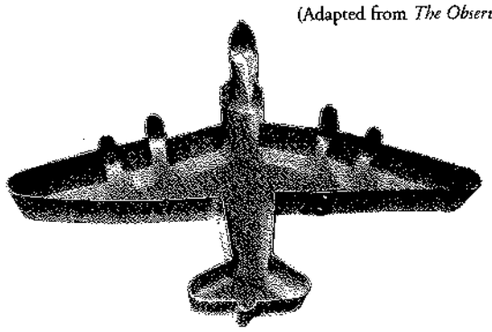
1 provoked
2 determined
3 fuelled by
4 quick growth
5 ten pounds
6 lucky or successful situation
7 destroyed

8 propose
9 limitations

but also nitrogen oxides. At cruise altitude, these increase ozone concentration in the upper atmosphere, contributing significantly to the greenhouse effect. (...) Aviation has the highest growth rate of all modes of transport worldwide, and the number of passengers passing in and out of UK airports alone is forecast to double to 400 million by 2020. Around 80 per cent of the world's flying is currently concentrated over Europe and America, although Asia Pacific is growing fastest. *Friends of the Earth* reports that, over short distances of less than 350 miles, air travel produces around three times more carbon dioxide per passenger than rail. High-speed long-distance electrified rail is on the up in Europe but there are still more than eight million intra-Europe flights a year, and more than 25,000 aircraft fly the skies above the UK and the Continent every day.(...)
Several green groups in Germany, the Netherlands, Austria and Scandinavia advocate[8] self-imposed rationing, where people restrict themselves to one or two flights a year. But the Geneva-based Air Transport Action Group points out that global aviation generates more than £1,000 billion to the global economy annually. It employs four million people directly and a further 24 million indirectly – two thirds of them in Europe and North America.(...)

Global air traffic is set to double by 2015 to 3,400 billion passenger miles annually. The number of travellers using UK airports is expected to double by 2020 to 400 million a year.
Without curbs,[9] aviation will produce 1.2 billion tonnes of carbon dioxide a year by 2015 – a 159 per cent increase on 1992. Emissions of nitrogen oxides from aircraft will more than double to 4 million tonnes a year. Air fares have fallen by 40 per cent in real terms in the past 25 years. The world's planes are twice as fuel-efficient as they were 30 years ago – but the volume of air travel has quadrupled. Air travel is the fastest-growing source of greenhouse gas emissions: the average jet pumps almost one tonne of carbon dioxide into the atmosphere for every passenger it carries from London to New York.

(Adapted from *The Observer*)



READING COMPREHENSION

Answer the following questions.

1. What is the environmental impact of air travel?
2. What does Eugenio Yunis think?
3. Why has air traffic become one of the main sources of greenhouse gas emissions in the past few years?
4. How can we solve this problem?

VOCABULARY

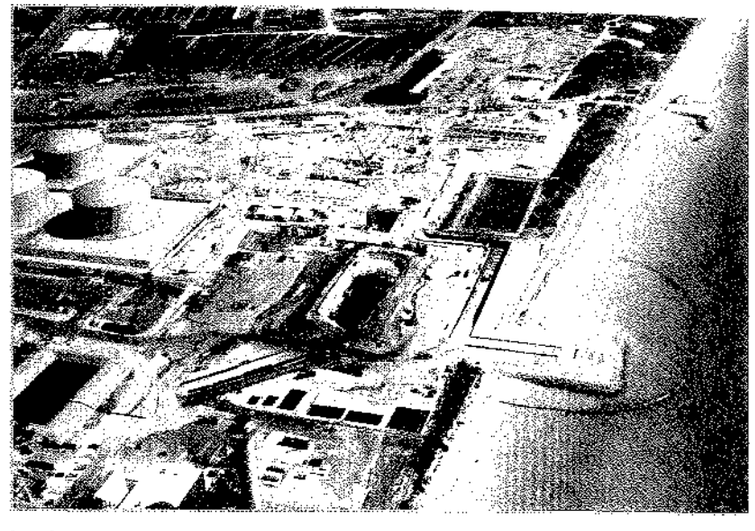
Find in the text synonyms for the following words.

1. Worry .....
2. Harmful .....
3. Cheap .....
4. Drivers .....
5. Traffic .....
6. Aircraft .....

ROLE-PLAYING

Imagine you are Eugenio Yunis and explain your opinion about air traffic and greenhouse gas emissions.

Global Water Shortage 2.3



A desalination plant.

Water shortage is a global problem: 40 per cent of the world – more than 2 billion people – have no access to clean water or sanitation.[1] In recent years, it has become obvious that the amount of available underground water is not of infinite capacity. The dramatic increase in population is accompanied by depletion[2] of ground water supplies, inadequacy of surface water, salination of land and conversion of agricultural land to other uses.
More than a dozen nations receive most of their water from rivers that cross borders of neighbouring countries viewed as hostile. In the Middle East, a region marked by hostility between nations, obtaining adequate water supplies is a high political priority. Water, like energy in the late 1970s, is becoming the most critical natural resource issue facing most parts of the world and it will likely replace oil as a future cause of war between nations. For all these reasons, global water problems are attracting increasing attention.
A prime cause of the global water concern is the ever-increasing world population. As populations grow, industrial, agricultural and individual water demands escalate.[3] Worldwide demand for water is doubling every twenty years, and water supply cannot keep pace[4] with demand, as populations increase.
But population growth alone does not account for such an increased water demand. Since 1900, there has been a six-fold increase in water use, which reflects greater water usage associated with rising standard of living and potentially unsustainable levels of irrigated agriculture.
World population has recently reached six billion and United Nations' projections indicate nine billion by 2050. What water supplies will be available for this expanding population?
Meanwhile water quality is deteriorating in many areas of the developing world as population increases and salinity caused by industrial farming rises. According to some experts climate change is worsening an already gloomy[5] situation. With higher temperatures and more rapid melting of winter snowpacks, less water will be available for agriculture during summer months when demand is high.
A technological solution that some believe would provide large supplies of additional water resources is desalination. There are approximately 11,000 desalination plants in 120 nations in the world, 60 per cent of them in the Middle East.
Other strategies to confront the growing global water problem include slowing population growth, reducing pollution, better management of present supply and demand and, of course, water conservation.

waste treating
reduction
increase
happen as quickly as before
depressing

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Why is water shortage a global problem?
2. Why is water supply often a political priority?
3. What are the main causes of global water shortage?
4. Why is climate change worsening the situation?

Decide if the following statements are true or false and correct the false ones.

1. Water shortage is a problem which concerns the Middle East. T☐ F☐
2. The more the population increases, the more inadequate are the water supplies. T☐ F☐
3. Oil will be the cause of many wars in the future. T☐ F☐
4. Water use is five times greater today than it was in 1900. T☐ F☐
5. According to UN projections world population will reach nine billion by 2050. T☐ F☐
6. Most desalination plants are in the Middle East. T☐ F☐

.....

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VOCABULARY

Explain the meaning of the following words and expressions.

1. Global .....
2. Growing .....
3. Neighbouring .....
4. Oil .....
5. Ever-increasing .....
6. Growth .....
7. Projection .....
8. Additional .....
9. Plants .....
10. Slowing .....

ACTIVITIES

SPEAKING

Talk about possible strategies to solve the problem of water shortage.

SCRAMBLED SENTENCES

The following sentences go together to form a text on water war. Working in small groups put them in the right order.

WATER WAR

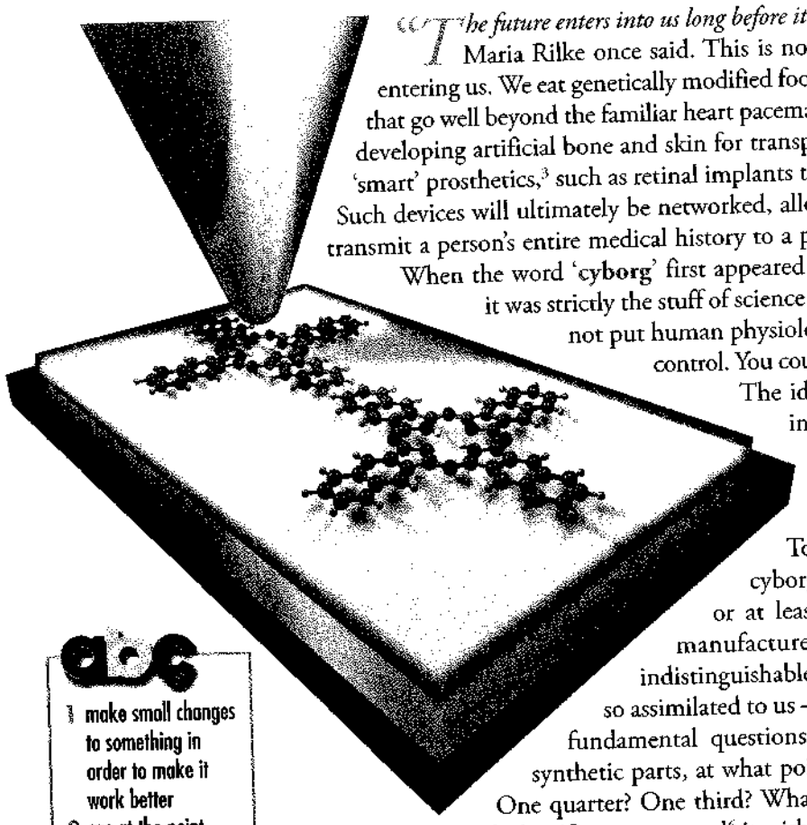
- About 40 per cent of the world's populations are already affected to some degree, but population growth, climate change and rises in living standards will worsen the situation.
- Possible flash points have been predicted in the Middle East, parts of Africa and in many of the world's major river basins, including the Danube.
- 'Water war' is a term devised by environmentalists for a type of conflict which has not yet occurred, but which they predict will happen sooner or later through an acute shortage of water for drinking and irrigation.
- The UN Environment Agency warns that almost 3 billion people will be severely short of water within 50 years.
- Experts point to the disaster of the Aral Sea, which has already lost three-quarters of its water through diversion for irrigation of the rivers feeding it.

WRITING

Write a short report on water shortage keeping in mind the following main points.

- Two-fifths of the world's population already face serious shortages, and water-borne diseases fill half its hospital beds.
- People in rich countries use ten times more water than those in poor ones.
- In the future some regions will become drier, some wetter. Deserts may spread and rivers shrink. Floods will also become more frequent.
- Water in agriculture currently takes up 70% of the water we use and it should be better managed.
- Drip irrigation, for example, minimises waste, as do low-pressure sprinklers and even simple earth walls to trap rainfall instead of letting it drain away too fast to be used.

Building a Better Human



"*The future enters into us long before it happens*", the German poet Rainer Maria Rilke once said. This is no longer a metaphor. The future is entering us. We eat genetically modified food. We submit to implanted devices that go well beyond the familiar heart pacemaker. We tinker with[1] human tissue, developing artificial bone and skin for transplantation. We are on the verge of[2] 'smart' prosthetics,[3] such as retinal implants that restore vision in damaged eyes. Such devices will ultimately be networked, allowing, say, a subcutaneous chip to transmit a person's entire medical history to a physician[4] far away. (...)

When the word '**cyborg**' first appeared in the middle of the 20th century, it was strictly the stuff of science fiction. Everybody knew you could not put human physiology under mechanical or electronic control. You could not stitch[5] technology into tissue. The idea of an implant of neural circuits inside the skull would have been at best distasteful. The notion of a hybrid human would have seemed like sacrilege.

Today some researchers believe that cyborgs will be possible within 50 years, or at least that humans will have so many manufactured parts as to be virtually indistinguishable from cyborgs. Machines might be so assimilated to us – or we to them – as to raise the most fundamental questions. As technology fills you up with synthetic parts, at what point do you cease to be fully human? One quarter? One third? What part of us is irreplaceably human, such that if we augmented[6] it with technology we would become some other kind of being? The brain? Or is the brain merely a conductive medium, our humanity defined more by the content of our thought and the intensity of our emotions than by the neural circuitry? At bottom lies one critical issue for a technological age: are some kinds of knowledge so terrible they simply should not be pursued? (...)

There have always been dangerous technologies. The 20th century, which might as well be called the age of industrialised murder, is only the most obvious example. But technology is creating fields where benign intentions could lead to brutal outcomes.[7] In particular, there have been advances in three fields: genetic engineering, nanotechnology and robotics. The first has created the possibility of gene therapy that would at least bring diseases like cancer under control. The second is an umbrella term for technologies that manipulate matter on the ultra-small scale of nanometres, or millionths of a millimetre. Nanotechnology would enable the creation of novel[8] plant species or new viruses. Finally, robotics will eventually raise the possibility of intelligent and self-replicating machines.

All three of these technologies depend on a fourth: the continued growth in computing power. It is expected that in about 10 years, engineers will reach the limits of their ability to put circuitry onto silicon chips. But alternatives to silicon are under development. One involves 'biological computation', in which DNA or another biological molecule serves as a processing medium. Another derives from the principles of **quantum mechanics**: working at the subatomic level, a quantum computer could exist in multiple states at the same time, enabling multiple calculations in parallel. So promising are these ideas that in 2040 computers might be a million time faster than they are today. Putting it another way, a calculation that now would take a lifetime could be carried out in half an hour.

But is human civilisation equipped to keep pace? Engineers tend to associate history with progress. But what in our history inspires confidence in our ability to channel technology away from destructive uses? (...)

To understand what is an acceptable risk will be the great decision of the next decade. It goes well beyond the mere commercial viability of new technologies, though many will think that is all we need to know. It goes to who we think we are. One way: every possibility is welcome, no matter how dangerous, because we are a species that loves technology. The other: we don't want to be overcome by technology.

But that's what it means to be human. You have a choice.

(Adapted from *Newsweek*)

abc

1 make small changes to something in order to make it work better
2 are at the point where something is about to happen
3 artificial parts of the body which take the place of missing parts
4 doctor
5 sew
6 increased its value
7 consequences
8 new

A **cyborg** is a creature that is partly human and partly machine.
Quantum mechanics is the scientific study of the way that atoms and smaller parts of things behave.

KEYWORDS

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. To what extent is the future 'entering' us?
2. To what extent can technology be dangerous?
3. Which technological fields have greatly improved in the last few years?
4. Why was the development of the computer so important?

SPEAKING

Talk about the most recent innovations in the field of genetic engineering, nanotechnology and robotics.

ACTIVITIES

VOCABULARY

Explain in your own words the meaning of the following words and expressions.

1 Familiar .....

.....

2 Vision .....

.....

3 Skull .....

.....

4 Synthetic .....

.....

5 Brain .....

.....

6 Murder .....

.....

7 Growth .....

.....

8 Promising .....

.....

SPELLING

Write sentences which have the same meaning as the following.

1 Everybody knew you couldn't put human physiology under mechanical or electronic control.

.....

2 But technology is creating fields where benign intentions could lead to brutal outcomes.

.....

3 Robotics will eventually raise the possibility of intelligent and self-replicating machines.

.....

4 Engineers tend to associate history with progress.

.....

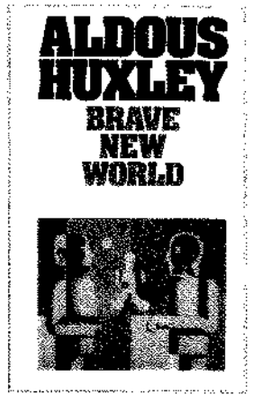
3.1 Technology and Control of Society

40

Technology is acquiring more and more importance in present day society, and sometimes it seems it is becoming dangerously out of control. In some cases, improving the human condition can become an excuse for casting aside profound ethical concerns. Do scientists have the right to do what they want in the name of scientific progress? Or must they set a limit on their research and experimentation? And what is the role of the state?

In the novel *Brave New World*, Aldous Huxley warns of the dangers of giving the state control over new and powerful technologies. Reproduction, for example, is controlled through technological and medical intervention, including the surgical removal of ovaries, called Bokanovsky Process, and the artificial insemination. Though the state talks about progress and science, what it really means is the bettering of technology, not increased scientific exploration and experimentation. The state limits science, as it sees the fundamental basis behind science, the search for truth, as a threat to the state's control.

Standard Men and Women
(from Aldous Huxley, *Brave New World*, 1932)



'Bokanovsky's Process', repeated the Director, and the students underlined the words in their little note-books. One egg, one embryo, one adult – normality. But a bokanovskified egg will bud,[1] will proliferate, will divide. From eight to ninety-six buds, and every bud will grow into a perfectly formed embryo, and every embryo into a full-sized adult. Making ninety-six human beings grow where only one grew before. Progress.

'Essentially', the D.H.C.[2] concluded, 'bokanovskification consists of a series of arrests of development. We check the normal growth and, paradoxically enough, the egg responds by budding.'

Responds by budding. The pencils were busy.

He pointed. On a very slowly moving band a rackful[3] of test-tubes was entering a large metal box, another rackful was emerging. Machinery faintly purred.[4] It took eight minutes for the tubes to go through, he told them. Eight minutes of hard X-rays being about as much as an egg can stand. A few died; of the rest, the least susceptible divided into two; most put out four buds; some eight; all were returned to the incubators, where the buds began to develop; then after two days, were suddenly chilled, chilled and checked. Two, four, eight, the buds in their turn budded; and having budded were dosed almost to death with alcohol; consequently burgeoned[5] again and having budded – bud out of bud out of bud – were thereafter – further arrest being generally fatal – left to develop in peace. By which time the original egg was in a fair way to becoming anything from eight to ninety-six embryos – a prodigious improvement, you will agree, on nature. Identical twins – but not in piddling[6] twos and threes as in the old viviparous days, when an egg would sometimes accidentally divide; actually by dozens, by scores at a time.

'Scores', the Director repeated and flung out his arms, as though he were distributing largesse.[7] 'Scores'.

But one of the students was fool enough to ask where the advantage lay.

'My good boy!' The Director wheeled[8] sharply round on him. 'Can't you see? Can't you *see*?' He raised a hand; his expression was solemn. 'Bokanovsky's Process is one of the major instruments of social stability!"

Major instruments of social stability.

Standard men and women; in uniform batches.[9] The whole of a small factory staffed with the products of a single bokanovskified egg.

'Ninety-six identical twins working ninety-six identical machines!'

Do you think scientists will be able to create standard men and women in the future?

1 sprout
2 Director of Hatchery and Conditioning
3 frame full of something
4 made a soft sound
5 grew quickly
6 insignificant
7 money or gifts
8 turned
9 quantities of food produced at the same time

10 producing little by little

The voice was almost tremulous with enthusiasm. 'You really know where you are. For the first time in history.' He quoted the planetary motto. 'Community, Identity, Stability.' Grand words. 'If we could bokanovskify indefinitely the whole problem would be solved.'

Solved by standard Gammas, unvarying deltas, uniform Epsilons. Millions of identical twins. The principle of mass production at last applied to biology.

'But, alas,' the Director shook his head, 'we *can't* bokanovskify indefinitely.'

Ninety-six seemed to be the limit; seventy-two a good average. From the same ovary and with gametes of the same male to manufacture as many batches of identical twins as possible – that was the best (sadly a second test) that they could do. And even that was difficult.

'For in nature it takes thirty years for two hundred eggs to reach maturity. But our business is to stabilize the population at this moment, here and now. Dribbling out[10] twins over a quarter of a century – what would be the use of that?'

Aldous Huxley (1894-1963)
He intended to study medicine, but was prevented by a serious eye ailment and turned to literature. His reputation was firmly established by his first novel, *Crome Yellow* (1921), a satire of his times. He then wrote comic novels and philosophical essays. In both fiction and nonfiction Huxley was increasingly critical of Western civilization in the 1930s.

Brave New World (1932) is a bitter satire of an inhumane society controlled by technology. Huxley's distress at what he regarded as the spiritual decline of the modern world led him towards mysticism and the use of hallucinatory drugs. Huxley, who hated conformity, used fiction as a vehicle to express his ideas and to criticise the orthodox attitudes of his time.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is the Bokanovsky's Process?
2. How many embryos are generated from a simple egg?
3. How long does it take for two hundred eggs to reach maturity?
4. What is the advantage of the Bokanovsky's Process according to the Director of Hatchery and Conditioning?
5. Where is the passage set?
6. Who are the characters?

VOCABULARY

Underline all the words that belong to the semantic field 'science' or 'technology'.

WRITING

What do you know about biotechnology? Have you ever heard of manipulation of genes? Gather some information and then write a paragraph about it.

New Trends in Communication

There is a good reason for calling the 21st century a century of communications. Communications have a key role in the life of modern man and are an unavoidable element in all human activities.

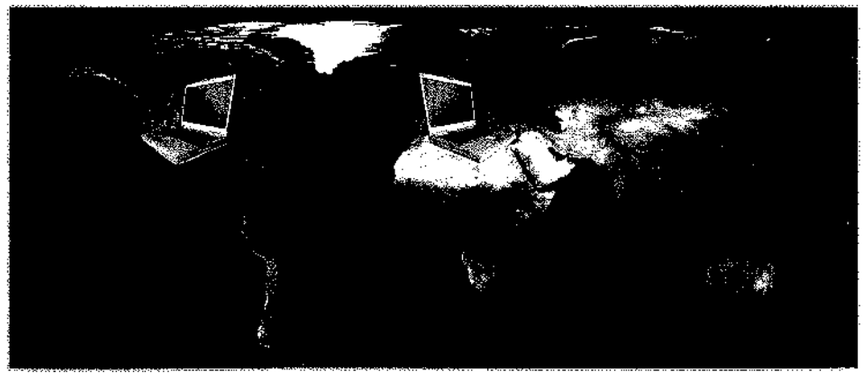
Nowadays the convergence of telecommunications, computing and the media industry is under way. We live in a very dynamic environment and it is no wonder that mobile communications have become the fastest growing global technology. Their fast development is continuing and it is based on the increasing number of subscribers[1] as well as on the migration to the multipurpose wide-band networks.

At the same time the Internet has revolutionised the use of personal computers, connecting all the users in a global net. Today e-mail and web browsing have become an everyday thing, the same as watching TV. As far as business activities are concerned, the Internet has enabled the creation of completely new companies, ways of work and business operations.

E-commerce, e-banking and video-conference have already initiated creating the new global economy that will mostly have a decisive influence on the way the business world and other spheres of human activity function.

1 people who pay money to have a service

Browsing means searching for information on a computer or on the Internet.

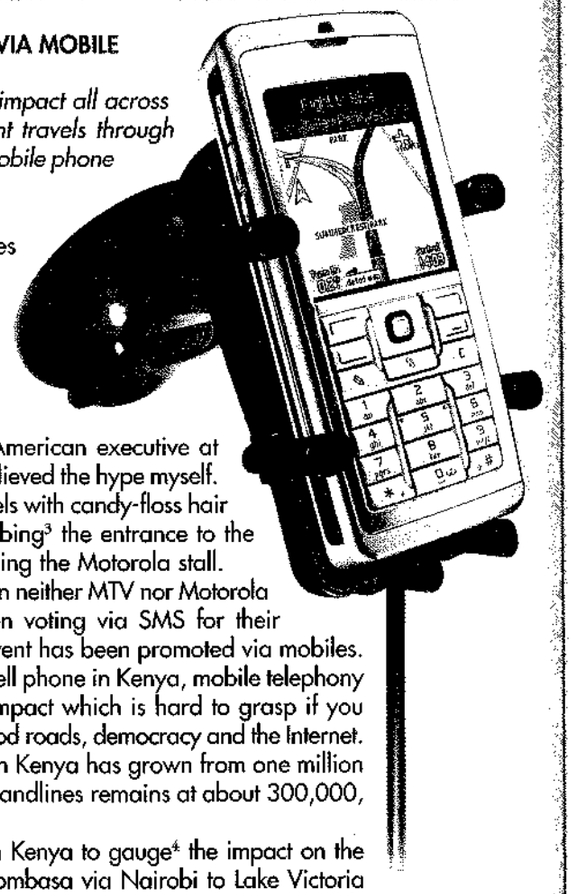


SPEAKING

Why can our times be defined the Age of Communications?

EXTENSION

FROM MATATU TO THE MASAI VIA MOBILE



The mobile phone is having a huge impact all across Africa as well. A BBC correspondent travels through Kenya using a map of the country's mobile phone networks as his guide.

'How big a change have cellphones made to Africa?' I shout the question at Isis Nyong'o, over the throbbing[1] bassline of a Kenyan **ragga** track. She tells me calmly: 'It's had about the same effect as a democratic change of leadership.'

I'd expected **hype** from a Kenyan-American executive at MTV Networks Africa but by now I believed the hype myself.

It was not the bling,[2] the fashion models with candy-floss hair – it was the Nairobi teenagers mobbing[3] the entrance to the city's Carnivore club and overwhelming the Motorola stall.

If this was just an event for the elite then neither MTV nor Motorola would be there. Kenyans have been voting via SMS for their favourite rap stars, and the whole event has been promoted via mobiles.

With one in three adults carrying a cell phone in Kenya, mobile telephony is having an economic and social impact which is hard to grasp if you are used to living in a country with good roads, democracy and the Internet.

In five years the number of mobiles in Kenya has grown from one million to 6.5 million – while the number of landlines remains at about 300,000, mostly in government offices.

I decided to make a journey through Kenya to gauge[4] the impact on the ground: the plan was to go from Mombasa via Nairobi to Lake Victoria following the mobile network map – contrasting life on the network to life off it. 'Hard luck,' said my driver, Daniel Wambugu. About 80% of Kenyans are covered by mobile networks and while it would be easy to find a place off the network, finding people there would be difficult. He suggested dropping[5] Lake Victoria for somewhere in the Rift Valley to see if we could find a remote Masai village. Right, I said.

But first there was Mombasa to take in. It's a city with a sleepy, post-colonial feel where the most dynamic people are the Matatu drivers who zip[6] between the traffic, shouting and bawling[7] and getting themselves arrested, breaking down and (they allege) bribing[8] the **cops** to let them earn their daily bread.

These manic[9] minibuses drive their owners mad. 'Sometimes you don't sleep,' said Abdul Khan, who owns three. The two big problems are repairs and bribing the police, he tells me.

As it turns out the whole Matatu industry has been revolutionised by the mobile phone. It's not **rocket science**, it's just that if you need a new brake block, you don't have to walk to the shop, find the owner, do lots of face to face business, walk back, have lunch etc. Likewise with getting your driver out of the police station. Business happens faster. Soon you will even be able to pay for a trip by Matatu by mobile phone. To find out how I zipped across Mombasa to the offices of Safaricom, one of the two network providers in Kenya, a part owned by Vodafone. It let me film the launch of a project called M-Pesa, which is an extra line on your mobile phone menu that says: 'Send Money'. You go to an office, transfer funds onto your phone account, and then send them to your friends, or family, or anybody else with a mobile. Then, they go to an office, show the code on the mobile and some ID, and collect the cash.

Even just working in Kenya it's going to revolutionise things – because plastic money and bank accounts are not greatly in evidence in this country as more than 50% of its people are classed as living in abject[10] poverty. But once it goes global – and Vodafone says it will – then the $93 billion of remittance money sent by migrants to developing countries each year could start flowing this way. Basically mobiles could be about to make Africa a very much more liquid economy.

After this I set off on my journey from Mombasa to Nairobi up the single highway that links East Africa's main port with the interior.

Despite millions of dollars in aid money, the Kenyan government never quite got round to finishing the road. This key piece of infrastructure is now being upgraded[11] by Chinese engineers in return for an oil deal.

Even the railway that runs alongside the road is, say locals, similarly shambolic.[12] Contrast that to the mobile network which is excellent all the way along this main artery. It was built in four years by Celtel and Safaricom. Admitted, building a network of generators and masts is easier than laying mile after mile of tarmac in an area known for man eating predators – but to many Kenyans the contrast is telling.[13]

(Adapted from news.bbc.co.uk)

abc

1 vibrating with a strong regular beat
2 expensive objects worn in a way that is easy to notice
3 forming a crowd
4 to evaluate
5 excluding
6 go very quickly
7 shouting in a loud voice
8 illegally giving a public official money or gifts in order to persuade them to do something for you
9 behaving in an excited way
10 extreme
11 improved
12 very disorganised
13 significant

Ragga is a sub-genre of dancehall music or reggae. Ragga evolved first in Jamaica, and later in Europe, North America, and Africa and was heavily influenced by electronic dance music.
Hype refers to the attempts to make people think something is good by talking about it a lot on television, the radio etc.
Cop is an informal word which stands for police officer.
When something is not **rocket science** it means it is not difficult to do or understand.

READING COMPREHENSION

Answer the following questions.

1. Who owns a cellphone in Kenya?
2. What is a Matatu?
3. What is M-Pesa?
4. Why could cell phones make African economy more liquid?
5. What are roads and railway lines like in Kenya?

SPEAKING

Explain why the following sentences are true.

1. The mobile phone is having a huge social and economic impact in Kenya.
2. The Matatu industry has been revolutionised by the mobile phone.
3. Credit cards and bank accounts are not very popular in Kenya.

EXTENSION

VOCABULARY

Explain in your words the meaning of the following terms and expressions.

1. Track .....
2. Stall .....
3. Landlines .....
4. Dynamic .....
5. Plastic money .....
6. Global .....
7. Locals .....
8. Highway .....
9. Tarmac .....
10. Man-eating predators .....

4.1 The Machine Supremacy

The 21st century has brought many changes in the way we work, conduct our private lives, and do business. The Internet is probably at the centre of it all, since it has changed not only how we communicate but also when, where, and how often. Other technologies are also revolutionising our lives. Distance is virtually eliminated with high-speed digital connections; electronic commerce is allowing small businesses to compete with large international corporations. Wireless devices have become a necessity in a fast-moving marketplace, and biology is often meshing[1] with technology.

In *The Machine Stops*, published in 1909, Edward Morgan Forster expressed his deep concerns[2] that Man was in danger of becoming unable to live without the technology that he created, and of forgetting that it was he who created it.

The story predicted several scientific and social innovations, such as the 'cinemataphote' (television) and videoconferencing. Forster also sought[3] to establish the value of personal experience, which is threatened by excessive involvement in virtual communities. This shows remarkable foresight, and the book describes many aspects of 'online life' over seventy years before the Internet was even invented. The final destruction of the mechanical society of the Machine is not without hope, in that Kuno and his mother Vashti, the two main characters, recapture a part of the spirit of life and embrace each other for the first time.

1 fitting together
2 worries
3 tried

Which machines have become indispensable parts of our lives?

A Wearisome Machine
(from Edward Morgan Forster, *The Machine Stops*, 1909)

Imagine, if you can, a small room, hexagonal in shape like the cell of a bee. It is lighted neither by window nor by lamp, yet it is filled with a soft radiance. There are no apertures for ventilation, yet the air is fresh. There are no musical instruments, and yet, at the moment that my meditation opens, this room is



throbbing[1] with melodious sound. An arm-chair is in the centre, by its side a reading-desk – that is all the furniture. And in the arm-chair there sits a swaddled[2] lump[3] of flesh – a woman about five feet high, with a face as white as a fungus. It is to her that the little room belongs.

An electric bell rang.

The woman touched a switch and the music was silent.

'I suppose I must see who it is,' she thought, and set her chair in motion. The chair, like the music, was worked by machinery, and it rolled her to the other side of the room, where the bell still rang importunately.

'Who is it?' she called. Her voice was irritable,[4] for she had been interrupted often since the music began. She knew several thousand people; in certain directions human intercourse had advanced enormously.

But when she listened into the receiver, her white face wrinkled into smiles, and she said: 'Very well. Let us talk, I will isolate myself. I do not expect anything important will happen for the next five minutes – for I can give you fully five minutes, Kuno. Then I must deliver my lecture on 'Music during the Australian Period".

She touched the isolation knob,[5] so that no one else could speak to her. Then she touched the lighting apparatus, and the little room was plunged into darkness.

'Be quick!' she called, her irritation returning. 'Be quick, Kuno; here I am in the dark wasting my time.'

But it was fully fifteen seconds before the round plate that she had held in her hands began to glow.[6] A faint blue light shot across it, darkening to purple, and presently she could see the image of her son, who lived on the other side of the earth, and he could see her.

'Kuno, how slow you are.'

He smiled gravely.

'I really believe you enjoy dawdling.'[7]

'I have called you before, mother, but you were always busy or isolated. I have something particular to say.'

'What is it, dearest boy? Be quick. Why could you not send it by pneumatic post?'

'Because I prefer saying such a thing. I want –'

'Well?'

'I want you to come and see me.'

Vashti watched his face in the blue plate.

'But I can see you!' she exclaimed. 'What more do you want!'

'I want to see you not through the Machine,' said Kuno.

'I want to speak to you not through the wearisome[8] Machine.'

'Oh, hush![9] Said his mother, vaguely shocked. 'You mustn't say anything against the Machine.'

1 vibrating
2 wrapped
3 a small piece of something solid
4 getting annoyed quickly
5 a round handle or thing that you turn to open or switch on something
6 to produce a soft steady light
7 taking a long time
8 making you feel bored or annoyed
9 be quiet

'Why not?'
'One mustn't.'
'You talk as if god had made the Machine,' cried the other. 'I believe that you pray to it when you are unhappy. Men made it, do not forget that. Great men, but men. The Machine is much, but it is not everything. I see something like you in this plate, but I do not see you. I hear something like you through this telephone, but I do not hear you. That is why I want you to come. Come and stop with me. Pay me a visit, so that we can meet face to face, and talk about the hopes that are in my mind.'

Edward Morgan Forster (1879-1970) He went to King's College, Cambridge, and after leaving university, he travelled in Italy and Greece. His first novel, *Where Angels Fear to Tread* was published in 1905, followed by *The Longest Journey* and *A Room With a View*. *Howards' End*, published in 1908, established Forster as one of the major novelists of his time. In 1921-22 he moved to India, where he worked as personal secretary for the maraja. Upon his return to England he completed his most successful novel, *A Passage to India* (1924). The remainder of his life was devoted to a wide range of literary activities.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What kind of world is described in the passage above?
2. What is the room like?
3. What does the woman look like?
4. What is her name?
5. Who is Kuno?
6. What does the woman do when the bell rings?
7. Why is she upset?
8. Where does Kuno live?
9. What does Kuno want?
10. What does Kuno think about the Machine?
11. Does Kuno's mother agree with him?

TEXT ANALYSIS

Answer the following questions.

1. Where is the passage set?
2. What kind of narrator is employed?
3. Which narrative mode is prevalent?
4. What is the effect of the simile employed to describe Vashti?
5. What is the general atmosphere like?

ACTIVITIES

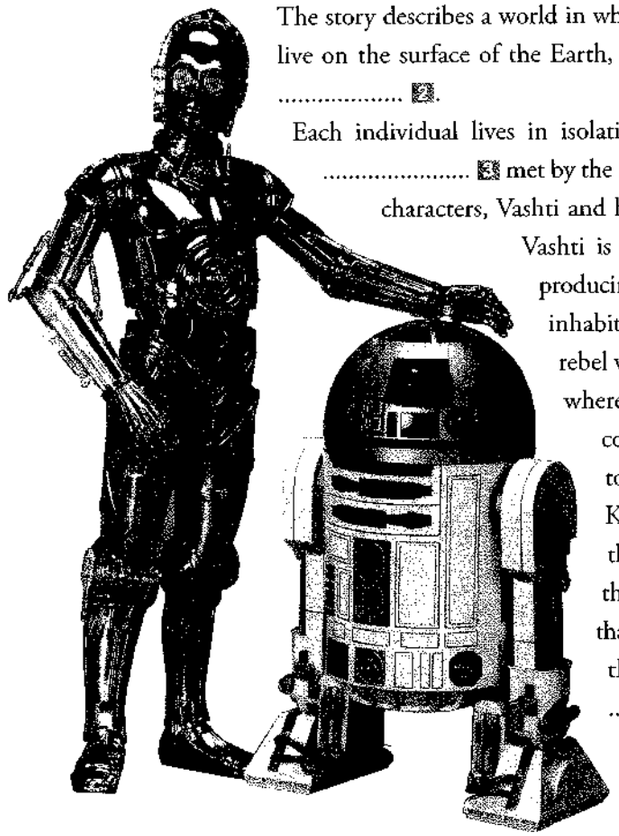
VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Hexagonal .....
2. Apertures .....
3. Switch .....
4. Apparatus .....
5. Receiver .....
6. Earth .....

CLOZE EXERCISE

Read the following synopsis of The Machine Stops and fill in the blanks with the following words: **ground** **life** **humans** **natural** **mistakes** **needs** **civilisation** **omnipotent** **mechanical** **race**.



The story describes a world in which almost all ..... 1 have lost the ability to live on the surface of the Earth, and most of the human population lives below .... 2.

Each individual lives in isolation in a standard 'cell', with all bodily and spiritual ..... 3 met by the ..... 4, global Machine. There are two named characters, Vashti and her son Kuno, who live on opposite sides of the world. Vashti is happy with her ..... 5, which she spends producing and endlessly discussing secondhand 'ideas', as do most inhabitants of the world. Kuno, however, is a sensualist and a rebel who does not like the sanitised, ... 6 world where he lives. Eventually, the Machine apocalyptically collapses, and the ..... 7 of the Machine comes to an end.

Kuno comes to Vashti's ruined cell, however, and before they perish they realize that Man and his connection to the ..... 8 world are what truly matters, and that it will fall to the surface-dwellers who still exist to rebuild the human ..... 9 and to prevent the ..... 10 of the Machine from being repeated.

(Adapted from *Wikipedia*)

Future Lifestyles

Flexible working patterns, a wide choice of leisure options, and the opportunity to combine job and home. The shape of our lives will change beyond recognition during the 21st century, and we will have technology to thank for it. Or we shall curse it instead!

According to some experts, technology will become the active ingredient and humanity the passive. We will be mere operators of computers and the new elite will be the software programmers who programme and control the events that unfold on them. Will this mean technology is robbing us of control over our lifestyles?

It goes without saying that the wired world will dominate our leisure choices. This will also mean more 24-hour instant and disposable[1] mass culture.

(Adapted from *BBC World Service*)

1 intended to be used once and then thrown away

5.1 Blogging as a Marketing Tool

If you are not familiar with the term, 'blog' is a contraction of 'Web log' and can be used as a verb or a noun. There is no standard definition of a blog, but it usually means a Web page that is updated daily by one person who posts a continuing stream of personal commentary and links, writing in an informal, conversational style. Most bloggers self-publish, using automated technology that lets you post new information or a new thought to your blog with the click of a mouse. **Blogger** is one of the popular applications that let you get your own Web log up and running in minutes. In addition to professional journalists who have a propensity to blog, thousands of blogs are being published by individual enthusiasts on thousands of obscure (and often boring) topics. But a few businesspeople are beginning to use Web logs as an online – and interactive – marketing tool.

An August 2001 report by Forrester, '**Effective E-mail Marketing**,' tells us that, 49 per cent of those who have been online for more than four years delete promotional e-mail without reading it, whereas 36 per cent of those who have been online for one year or less do so. But there is good news, according to Forrester analyst Shar Van Boskirk, who authored the report. 'Customers say they *are* interested in learning about products and promotions through e-mail,' she said. Some 43 per cent of those who have been online for one year or less expressed this interest. And if they have been online for four years or more, 34 per cent want to receive e-mail marketing messages.' So what's the problem? The fact is, e-mail is still a relatively new marketing tool. And we are still getting the hang of[1] how to use it most effectively. At present, many promotional e-mail messages are not truly 'one to one.' They do not grab us at the right moment in our buying cycle or touch on what is truly motivating us. And, most important, we do not feel an intimate connection with the sender of the message. If one-to-one marketing is your goal, perhaps there is more than one way to reach it. Why not use a blog as an adjunct to your company's e-newsletter or e-mail marketing program? To wit,[2] Marketing Sherpa's Anne Holland has been amazed at the reaction to her Sherpa Blog. Although she gets several messages daily responding to the weekly e-newsletters she publishes, she is receiving 20 e-mails a day in response to her blog. She regards it as a marketing tool, because 'readers feel like they can reach out to the writer of a blog. I am able to touch them in a way that I can't with my formal e-newsletters.' Many of Anne's blog readers are her newsletter subscribers, of course. And while she is careful not to promote her newsletters or other information products, she is finding that those who respond to her blogging are '10 times more likely to buy from us. People who feel a personal connection to a company are more likely to become a customer.'

And where does she promote her blog? In every one of her e-newsletters, simply by adding a prominently placed link.

Online news expert and blog pioneer Steve Outing publishes a group Web log, **E-Media Tidbits**, and fills it daily with contributions from a dozen other online content experts. His blog tips are these: keep your items short, solicit feedback, focus on a narrow niche,[3] and write about what interests your audience. He calls blogs 'a new form of column writing.'

Well-known e-marketing author, consultant, and speaker Jim Sterne publishes a 'mostly monthly' e-newsletter called 'Full Sterne Ahead.' It is written in an informal blog style, he admits, but it is not a blog.

Corporate[4] blogging presents a huge challenge, he says. There are three requirements:

- be clear on who your target audience is (customers? suppliers? partners? PR types?);
- know what you are trying to accomplish (create a buzz? stimulate sales?);
- use a writer who has talent and let him or her loose; then monitor your blogger, but don't micromanage.

Blogging is like viral marketing, Sterne points out. You can budget and plan for it, 'but you can't forecast the results.'

(Adapted from *ClickZ Network*)



1 learning how to use something
2 namely
3 small group of people
4 relating to a corporation

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a blog?
2. Who publishes blogs?
3. How can blogging be used as a marketing tool?
4. What is Sherpa Blog?
5. Where does Anne Holland promote her blog?

VOCABULARY

Match each adjective with the corresponding definition.

1 Informal	A	Liked by a lot of people
2 Familiar	B	Enormous
3 Popular	C	Very close
4 Obscure	D	Suitable for ordinary conversation
5 Boring	E	Paying a lot of attention to details
6 Intimate	F	Well-known and easy to recognise
7 Careful	G	Not interesting
8 Huge	H	Not well known

SPEAKING

Talk about the most successful strategies in the field of corporate blogging.

WRITING

Write sentences which have the same meaning as the following.

1. A few businesspeople are beginning to use Web logs as an online – and interactive – marketing tool.

   .....

   .....

2. At present, many promotional e-mail messages are not truly 'one to one'.

   .....

3. People who feel a personal connection to a company are more likely to become a customer.

   .....

   .....

4. Online news expert and blog pioneer **Steve Outing** publishes a group Web log, E-Media Tidbits, and fills it daily with contributions from a dozen other online content experts.

   .....

   .....

   .....

POETRY, POLITICS AND OLD PEOPLE'S HOMES: THE LIKES AND DISLIKES OF A 95-YEAR-OLD BLOGGER

She is billed as the world's oldest blogger. At 95 years old and with a worldwide following that has seen more than 340,000 hits[1] on her blog, Spaniard Maria Amelia Lopez has achieved the kind of status that millions of younger Internet chroniclers can only dream of.

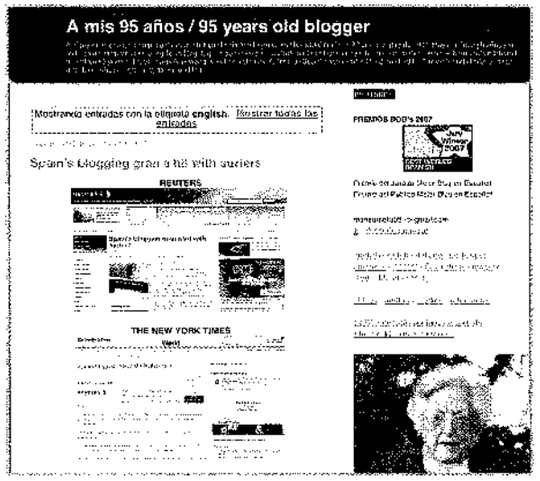
Lopez, who was introduced to the world of blogging by one of her grandchildren just eight months ago, has become such a global hit that she receives posts in languages as strange and impossible for her to understand as Russian, Japanese and Arabic.

'My name is Amelia and I was born in Muxia (A Coruña – Spain) on December 23rd of 1911,' she wrote as her first post on amis95.blogspot.com. 'Today it's my birthday and my grandson, who is very stingy,[2] gave me a blog.'

With a mix of humour, warmth, optimism, nostalgia and feisty outbursts of leftwing polemic, she has won a regular readership of people keen to find out just what this Spanish great-grandmother is going to say or do next.

'You have to live life,' the silver-haired blogger said in her most recent post. 'Not sit around in an armchair waiting for death.'

Her blog tracks not just a nonagenarian's day-to-day battles against aches, but offers musings[3] on everything from politics and religion to broadband and death.



Among her chief hates are old people's homes, which she criticises for drugging their clients so they spend their final days snoozing[4] quietly in front of the television. (...)

'Internet has given me a new **lease of life**, but I don't see any old people's homes offering their residents Internet,' she said.

Lopez lives as far as you can get from the 'do-nothing and wait-to-die' culture that she regularly lambasts.[5]

Her grandson Daniel, with whom she lives, taught her to navigate the Internet after she pestered[6] him to download biographies of poets and politicians. She likes to read online newspapers, for which she boosts[7] the font size, and stay up-to-date with medical and scientific advances.

The blog was a gift from Daniel, who had no idea what he was unleashing[8] into cyberspace. He has become her chief assistant: Lopez navigates with the mouse while he types in the words she dictates.

'Now so many people write to me that I can't hope to reply to them all, though I want to,' she explained. 'My grandson complains that he has to work as well, he can't spend all his time typing.'

Much of her traffic comes from Spain and Latin America, but newspaper and television interviews, with YouTube links given on her blog, have spread her name beyond the Spanish-speaking world.

When Daniel is not to hand, other assistants pop up on her blog, be they friends or hotel cleaners in Brazil.

e.g.

1. occasions when someone visits a website
2. not generous, especially with money
3. meditations
4. sleeping lightly
5. criticises
6. annoyed
7. enlarges
8. letting a strong force have its full effect
9. appear unexpectedly

If people have a **new lease of life**, they become healthy, active or happy again.



KEYWORD

EXTENSION

'I love you, grandmother,' said one Brazilian hotel worker who was drafted in[10] to help.

Lopez tells stories of her childhood and youth in Galicia. She recalls, too, the terrors of the Spanish civil war, and how her brother was sent to the front aged just 16 – and came back with one leg shot off. (...)

Her dislikes include daytime pill-popping, crude language and telephone companies that are slow to install broadband. Her main loves are poetry, politics, childhood memories, her native region of Galicia, a Jesus Christ who dislikes wealth and, she says, 'the workers'.

She has acquired readers in such far-flung[11] places as Alaska, Australia, China and Nigeria. (...)

Lopez's blog may be popular, but she is the first to admit it may not last long. 'One day soon I am going to die,' she said. 'All I am really scared of is losing my mind. In the meantime, I'll carry on'.

(Adapted from *The Guardian*)

10 asked to work there
11 very distant

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1 Maria Amelia Lopez is from Brazil. T☐ F☐
2 She has been a blogger for eight years. T☐ F☐
3 Her son taught her how to navigate the Internet. T☐ F☐
4 She receives e-mails from all over the world. T☐ F☐
5 In her blog she only deals with old age and death. T☐ F☐
6 Old people's homes generally offer their residents Internet. T☐ F☐
7 Maria Amelia likes to read online newspapers. T☐ F☐
8 She replies to all the people who write to her. T☐ F☐
9 Only people from the Spanish-speaking world write to her. T☐ F☐
10 Maria Amelia is afraid of losing her mind. T☐ F☐

VOCABULARY

Find in the text the English equivalents of the following Italian words.

1 nipoti .....
2 bisnonna .....
3 nonagenario .....
4 banda larga .....
5 biografie .....
6 interviste .....
7 ricordi .....
8 ricchezza .....

ROLE-PLAYING

Imagine you are Maria Amelia Lopez and explain the rest of the class why you like the Internet.

LISTENING

While listening to the following text about online shopping, fill in the blanks.

ONLINE SHOPPING

Online shopping – also known as ..... 1 commerce or e-commerce – means buying and paying for an item via your ..... 2. It is a form of commerce which is getting more and more popular all over the world.

You can buy almost anything online including clothes, ... 3, computers, groceries, and homes. You can also make travel and financial arrangements without leaving your computer.

This way of shopping presents both ..... 4 and concerns for consumers. Shopping on the ..... 5, which requires that you pay with a credit card, can be as safe as shopping in a shop or by ..... 6 if you use a secure browser, keep your personal information private, and shop with companies you are familiar with.

But what are the advantages and the disadvantages of shopping online?

If you live in a remote ..... 7, online shopping can open up new opportunities for you. Besides, the selection of ..... 8 on the Internet is wider than in a traditional shop. Finally, the Internet is always open: 24 hours a day, seven days a week.

On the other hand, there are ..... 9 of choices available online, which can be confusing for potential ..... 10, who can also spend hours online searching through page after page and still don't find what they are looking for. Finally, ... 11 are not always cheaper than in a traditional shop because of shipping costs.

It is generally quite easy to buy an item online. To fill an order you must write your name, e-mail address, mailing address, credit card number and expiry ..... 12. If the server ..... is secure, it protects customer information by encrypting all the data you input, which is also protected against unauthorised ..... 13.

CLOZE EXERCISE

Read the following short article on telepoetry and fill in the gaps with the following words: **rule winner average worldwide competition line youth student telepoems essays.**

WHO WANTS 2BE A POET?

Is 'U' a valid English word? If so, can 'U make me blush' pass as a ..... 1 of poetry? Britain's *Guardian* newspaper thinks it qualifies.

Victor Keegan, the newspaper's Online Editor, last week announced the ..... 2 of its first text message poetry ..... 3. Hetty Huges, a 22-year-old university ..... 4, won the $1,500

prize for her text poem: 'txtin iz messin/mi head-nme English/try2rite essay/they all come out txtis. Gran not plsed w/letters/shes getn/swears i wrote better b4 comin2uni. &she's African.', which means: 'Texting is messing/my head and my English/try to write ..... 5/they all come out textis. Grandmother's not pleased with letters/she's getting swears I wrote better before coming to university. And she's African.' Nearly 7,500 ..... 6 were submitted and sent via mobile phone keypad, during the two-week competition. The main ..... 7 was that no poem could exceed 160 characters, the maximum that can fit on many cell-phone screens.

'Telepoetry is the newest literary form', says Keegan. Commonly known as Short Message Service (SMS), text messaging has taken European ..... 8 culture by storm. The practice has surpassed e-mail in popularity among the young and last year over 100 billion text messages were sent ..... 9. Most messengers are in 15-to-24 age bracket, and they each send more than 50 messages a month on ..... 10. That adds up to a lucrative stream of revenue for mobile service providers.

(Adapted from *Speak Up*)

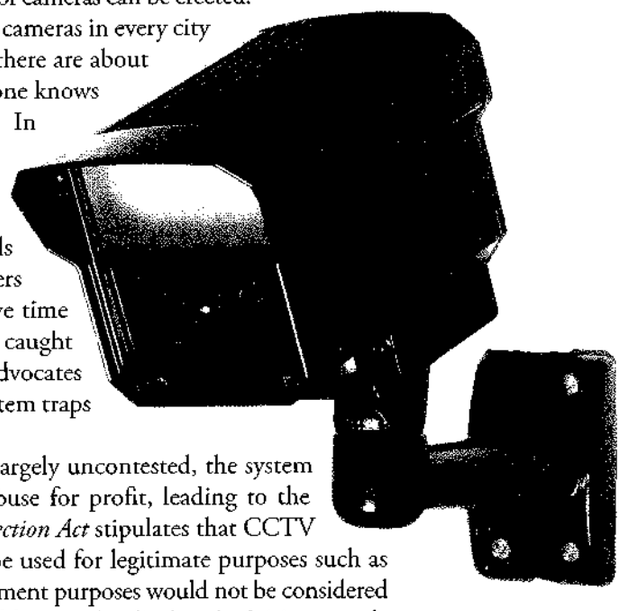
The End of Privacy?

It may sound like a scene from George Orwell's book *1984*, but this is actually happening now in the streets of many cities of the Western world, where surveillance cameras are recording the faces of passers-by and then converting them into digital codes that the computer processes. The images are then matched against a databank of the faces of some local criminals. If there is a match, an alarm calls a human operator to verify the match, and he or she may then decide to call the police.

Surveillance cameras have been used for a number of years by state security services such as those that watch out for terrorists at airports. And it seems closed-circuit television (CCTV) is becoming more and more a part of our daily lives, and we are getting used to it. A few years ago, public outcry[1] would have killed any proposals for CCTV surveillance on public roads, but nowadays, for example, a license-plate[2] recognition system installed on motorways, main roads, ports and airports identifies and tracks the movements of nearly all vehicles in the UK. The data it receives are fed to the Police National Computer in Hendon for the initial purpose of tracking down stolen cars. But it can also be used to spot[3] cars on the road without tax or insurance, or even to monitor drivers who are 'of interest' to the police.

1 angry protest
2 sign with numbers on it at the front and back of a car
3 to notice

Some advocates[4] of the technology have called CCTV the 'fifth utility' coming after those of gas, electricity, water and telecommunications – a public service that is a necessary part of modern life. Cameras are often in public places such as buses, trains, lifts and telephone booths. Some cities have embraced the technology so wholeheartedly that they demand that companies install CCTV in order to obtain a license to operate. For instance, in Brighton pubs and clubs must have cameras as a condition to the granting of a license. The aim of the surveillance is to enhance[5] personal security and control public spaces more effectively. With this in mind, architects and urban planners are even accommodating the technology by planning city centres in clean, straight lines so that a line of cameras can be erected.



Britain is the European capital of CCTV, with cameras in every city and large town. In London's Soho area alone there are about 130 cameras visible to the naked eye, and no one knows how many more hidden ones there are. In addition, about 90 percent of councils around Britain use CCTV as their main crime-prevention tool.[6] The police prefer to use closed-circuit cameras to identify criminals because they are cheaper than patrolling officers and they also act as deterrents. Cities also save time and money during trials because most people caught on camera do not dare to plead 'not guilty'. Advocates of the technology also point out that as the system traps the guilty, it also gives the innocent alibis.

While the use of CCTV to fight crime goes largely uncontested, the system has been largely unregulated and open to abuse for profit, leading to the violation of private rights. Britain's *Data Protection Act* stipulates that CCTV footage[7] that identifies individuals can only be used for legitimate purposes such as crime fighting. Collecting footage for entertainment purposes would not be considered legitimate, and the act says that warnings will have to be displayed advising people that they are being filmed and why, unless the cameras are in prominent view.

However, even as the laws seem to protect privacy, some groups are screaming that it's too late, as even the workplace is becoming a surveillance zone replete with[8] video cameras. We are increasingly forced to reveal our data, and who is behind it all, surprisingly, is not Big Business but Big Brother – or the government.

(Adapted from *Speak Up*)

4 supporters
5 to improve
6 instrument
7 film showing a particular event
8 full of

READING COMPREHENSION

Answer the following questions.

1 What is the aim of surveillance cameras?
2 Where can you find them?
3 What is CCTV?
4 Why can Britain be considered the capital of CCTV?
5 Why is CCTV used more than police patrols?

ACTIVITIES

WRITING

Fill in the chart listing the advantages and disadvantages of surveillance cameras as a security system.

SURVEILLANCE CAMERAS	
ADVANTAGES	**DISADVANTAGES**
.....	.....
.....	.....
.....	.....

ROLE-PLAYING

Now divide the class into two groups and discuss the pros and cons of surveillance cameras.

6.1 Surveillance and Public Safety

Nowadays privacy is getting harder to protect, and technologies such as modern cell phones, GPS,[1] black-box recorders and surveillance cameras in the name of public safety make it fairly simple to identify individuals. We all leave a trail of data items as we move through the world, and we always have. Technology has simply made it easier and cheaper to record and analyse these traces.

Already, governments reserve the right to eavesdrop on[2] every international call and e-mail message without the need of a warrant.[3] An ethical debate on how the information should be used is going on. The key questions are: who owns our personally identifying information? Who can access and use it?

As illustrated in George Orwell's book *1984*, technologies often begin as public information systems (and they are given propagandistic names such as the *Ministry of Truth*) but they can end up policing[4] citizens' morals, thoughts and behaviours, and enforcing the will of the state. And it appears that whether we like it or not, the advances in technology are already pushing us in that direction.

elc

1 Global Positioning System
2 to deliberately listen secretly to other people's conversations
3 an official document that gives someone the right to do something
4 controlling

Are there any surveillance cameras in the place where you live? Do you think they are useful? Why/why not?

Big Brother is Watching You
(from George Orwell, *1984*, 1949)

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled[1] into his breast in an effort to escape the vile[2] wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats.[3] At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working and at present the electric current was cut off during daylight hours. It was part of the economy drive[4] in preparation for the Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.



Inside the flat a fruity[5] voice was reading out a list of figures which had something to do with the production of pig-iron.[6] The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the Party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse[7] soap and blunt[8] razor blades and the cold of the winter that had just ended.

Outside, even through the shut window-pane, the world looked cold. Down in the street little eddies[9] of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The black mustachio'd face gazed down from every commanding corner. There was one on the house-front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own. Down at street level another poster, torn at one corner, flapped[10] fitfully in the wind, alternately covering and uncovering the single word INGSOC.[11] In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a bluebottle,[12] and darted[13] away again with a curving flight. It was the police patrol, snooping[14] into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

Behind Winston's back the voice from the telescreen was still babbling away about pig-iron and the overfulfilment[15] of the Ninth Three-Year Plan. The

elc

1 pressed
2 strong
3 small pieces of rough material which cover part of a floor
4 effort
5 persuasive
6 a form of iron that is not pure
7 bad
8 without sharp edge
9 whirlpools
10 moved up and down
11 English Socialism (in Newspeak)
12 a large blue fly
13 moved suddenly and quickly
14 spying
15 success

telescreen received and transmitted simultaneously. Any sound that Winston made, above the level of a very low whisper, would be picked up by it, moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment. How often, or on what system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live – did live, from habit that became instinct – in the assumption that every sound you made was overheard, and except in darkness, every movement scrutinised.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When is the passage set?
2. What does the poster in the hallway depict?
3. How old is Winston?
4. What does he look like?
5. What does Winston hear inside the flat?
6. What can Winston see from his window?
7. How does the telescreen work?
8. What are the tasks of the Thought Police?

TEXT ANALYSIS

Answer the following questions.

1. Which senses are foregrounded in the passage above? Provide examples from the text.

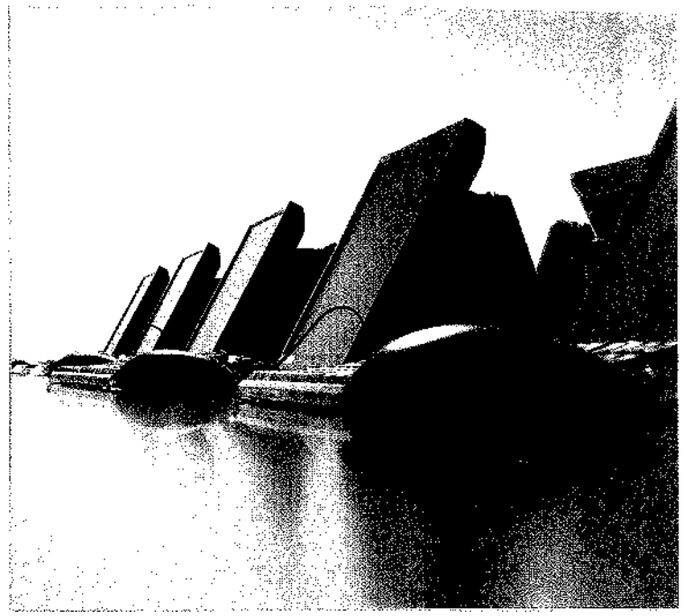
SIGHT	HEARING	TOUCH	SMELL	TASTE

2. Where is the passage set?
3. Is the character described in detail or not?
4. What is the general atmosphere like?
5. How important is the setting in conveying the general mood?
6. What kind of narrator is employed?
7. Which narrative modes are prevalent?

WRITING

Re-title the passage.

The Future of Work



The world of work has experienced many changes over the last few years. Nowadays, for example, the job of web designer, a person who designs pages for the World Wide Web, is a fairly well known one. Five years ago, few would have heard of it. Call centres, which help people shop or bank, are also a growing job-provider, unheard of by many a decade ago.

Both are examples of the new service industry, which for many will provide growing job opportunities.

New technology and changed social and economic conditions mean that our old working patterns are breaking down. Besides, thanks to computers repetitive work can be offloaded from the human brain.

The idea of a job for life, which was once prized worldwide, is now no more. A working life at the start of the new century might expect to comprise six or seven jobs, some involving self-employment.

New fluidity in the world of work will mean people will have more of a chance to shape their working lives. Employers too will adapt by developing the skills of their workforce. The result will be a competitive labour market in which the rewards go to those who are the most employable.

(Adapted from *BBC World Service*)

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Which industrial services are providing increasing job opportunities?
2. To what extent are our old working patterns disappearing?
3. What do we mean by "job fluidity"?
4. What are the consequences of this job fluidity?

CAN A ROBOT REPLACE YOUR RECEPTIONIST?

A JAPANESE TEMP AGENCY WANTS ROBOTIC RENTALS MODELLED AFTER CHARACTERS LIKE *HELLO KITTY* TO MAN THE FRONT DESK.

So far, robot have displaced assembly-line[1] workers, telephone operators, and musicians. Now a Japanese staffing[2] firm wants to add front-desk personnel to the list. In February, Nagoya-based People Staff launched a service called Robot Dispatch: For $424 a month - or one-sixth the cost of one of the firm's human temps[3] - Japanese companies can rent an electronic receptionist shaped like *Hello Kitty*. That's good news in Japan, where a record low birthrate is creating the need for an alternative workforce. Manufactured by Business Design Laboratory, also based in Nagoya, the 20-inch-tall *Hello Kitty* Robot can recognize as many as 10 faces, ask visitors to speak their names, and tell them when the person they have come to see is ready. With 20,000 stored conversation patterns, songs, and riddles,[4] the robot is arguably more entertaining than many real attendants. Cheaper too.

THE EXPERTS SOUND OFF[5]

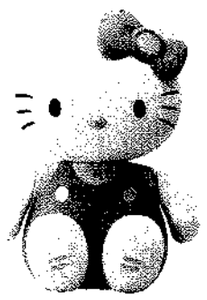
Joanne Pransky (Robotics consultant)
In the United States, we think of a receptionist as someone who not only greets visitors but also answers phones, accepts packages, makes coffee, and produces documents. I can imagine that entrepreneurs in entertainment, high-tech, or child-centred facilities could benefit by using *Hello Kitty* as a novelty. But right now there isn't much financial justification.

Jennifer Schramm (Manager of workplace trends and forecasting)
People don't like to face machines; you need a human when you have a problem. Right now, you could not use this on a regular basis. It's quite possible, though, that robotics research could lead to machines that replace humans. Especially if the cost benefits are there.

Luz Marina Neal (Receptionist, USRobotics)
Hello Kitty is cheaper, but I do a lot more. I give people beverages. I calm them down. I order lunch. I put packages in a special area. I assist various departments. I multitask. You need critical thinking to manage all that I do. A robot doesn't have my personality, and I get compliments about my personality. I make people feel comfortable about being here so they can trust us.

(Adapted from *Business 2.0 Magazine*)

1 a system for making things in a factory in which the goods move past a line of workers, each of whom checks one part
2 providing workers
3 temporary office workers
4 deliberately confusing questions that have a humorous or clever answer
5 complain



READING COMPREHENSION

Answer the following questions.

1. Where are robots especially used nowadays?
2. Can the *Hello Kitty* robot talk with visitors?
3. What are the advantages of the *Hello Kitty* robot over a human receptionist?
4. Why are robots more and more necessary in Japan?
5. What is Jennifer Schramm's opinion about robot receptionists?
6. What does a robot lack according to Luz Marina Neal?

WRITING

And what is your opinion? Do you think robots could replace humans in their jobs? Express your point of view in a well-planned paragraph.

CLOZE EXERCISE

While reading the following text on robots fill in the blanks with the following words:
instructions · programmable · tasks · common · sensors · impulse · automatically · technical · information · mobility.

42

WHAT IS A ROBOT?

According to the Oxford English Dictionary a robot is 'a machine which carries out a variety of ..... 1 automatically or with a minimum of external ..... 2, especially one that is ..... 3'. Industrial robots are complex, ... 4 systems consisting of several subsystems. Each of these subsystems performs its own task and contributes to the overall function of the robot. Industrial robots share the following ..... 5 features: they possess some form of ..... 6, they are programmed to perform several tasks and, after being programmed, they operate ..... 7. Each robot gathers ..... 8 about the environment in which it is set through its ..... 9, and then uses that information to follow programmed ..... 10 in order to perform specific tasks.

43

THE FILM

It generally seems quite easy to understand a film. We are used to sitting back in the dark and watching it uncritically. Indeed each film has a carefully constructed structure based on visual, auditive, and linguistic components that are manipulated in rather complex ways, by all the people involved in the film-making, that is not only the actors and actresses, called the cast, but also, for instance, the film producer controlling the preparation, the scriptwriter who writes the screenplay (the world that actors say and the instructions on how to say them) and, most of all, the film director, who gives all the instructions needed and guides actors and technical crews.
Any film interpretation is based on the deconstruction of that invisible structure. Here are some useful suggestions on how to analyse a film.
First of all, a film consists of single units called **shots**. More shots dealing with the same theme/event make up a **sequence**. A shot can generally be classified as a **close-up**, a **mid-shot**, or a **long shot**. Close-ups focus on facial expressions,

and are often used to portray emotions. Mid-shots emphasise body gestures and movements, while long shots emphasise the scene, and are generally used to establish the setting of the story. Shots can be used to evoke particular emotions: a close-up may reveal a character's pain or joy, while a long shot may emphasise his/her sense of isolation.

Some of the basic elements of a film are the **title**, the **story**, the **plot**, the **characters**, the **point of view**, and the **setting**.

The title is chosen carefully and it is always relevant to the general content of the film and to its message. It may be ambiguous or foreshadow future events.

The story consists of all the information conveyed by the film and assembled in chronological and logical order, while the plot is the story as it appears on the screen, with flashbacks or flashforwards,[1] digressions, and so on.

Each film is inhabited by characters. There are central characters and minor characters. Besides, a character may be thinly or fully drawn and may embody positive or negative values. The point of view is the perspective from which a film is told. It may be realistic, emotional, psychological, or visionary. The camera angle, that is the angle at which the camera is pointed at the subject, creates the point of view for the audience. For example, low angle shots tend to make the subjects larger, high angle shots tend to make characters look weak, while tilted angle shots create a sense of imbalance.

Another important aspect to consider when analysing a film is the **mise-en-scène**, that is the arrangement of props[2] and characters within the frame.[3] The setting may be more or less integrated into the action and may function as in order to convey information. **Lighting** is another important element in the mise-en-scène. **Sound** is probably the hardest element to analyse, yet it is often extremely important as it may be used to emphasise emotions, to create suspense, or as an ironic counterpoint. The background music used throughout the film is called **score** or **soundtrack**. It often manipulates a similar theme and it is used in relation to the narrative structure. Particular motifs[4] may be used in relation to particular characters. Finally, remember that films often have a subtext, that is a series of messages conveyed beneath the surface through irony, contradiction, and strange juxtapositions[5] or through the use of figurative elements like metaphors and symbols.

1 scenes that show what happens in the future
2 small objects used by actors in a play or film
3 one of the series of separate photographs that make up a film
4 repetitions of an element that acquires a symbolical meaning
5 combinations of things that are not normally together
6 long searches for something that is difficult to find
7 bad heroes



Science Fiction Films

Science fiction is a literary and filmic genre dealing with events set in the future and affected by imaginary scientific and technological developments. These stories are often complete with heroes, distant planets, impossible quests,[6] dark villains,[7] extraordinary monsters and unknown and inexplicable forces. The atmosphere depicted is generally visionary and imaginative.

Sci-fi tales usually have a prophetic nature as they try to figure out the future, and for this reason sci-fi films often make use of fantastic special effects. They generally express the anxiety of contemporary society about technology and its potential destructive impact on the environment and on human kind as a whole. There are often encounters with aliens, strange creatures that fight the eternal struggle of good versus evil. Many other sci-fi films feature fantastic journeys, set either on Earth, into outer space, or into the future. The genre can easily overlap[8] with horror films, particularly when technology or alien life forms become malevolent as in the film *Alien* (1979). But there are many other sci-fi films that share some characteristics with other genres, such as fantasy films (*Star Wars*, 1977), western (*Outland*, 1980), adventure films (*The Thing From Another World*, 1951), action films (*Terminator 2, Judgment Day*, 1991) and comedies (*Sleeper*, 1973).

8 be similar

READING COMPREHENSION

Answer the following questions.

1. What is science fiction?
2. What are the main themes of science fiction films?
3. What kind of atmosphere is generally depicted in a science fiction film?
4. What is the most frequent message conveyed by sci-fi films?
5. Where and when are sci-fi films generally set?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Visionary .....
2. Prophetic .....
3. Special effects .....
4. Aliens .....
5. Malevolent .....
6. Action films .....

SPEAKING

Have you ever seen any of the sci-fi films mentioned in the text above? If so, write a short synopsis.

USE OF LANGUAGE CORNER

The following are some of the most common film genres. Match each of them with its exact definition.

1 Action film	A A film dealing with a story about murder or crime.
2 Sci-fi film	B A film that is intended to make people laugh.
3 Thriller	C A film which tells about love between two people.
4 Comedy	D A film dealing with imaginary future events set on the Earth or on other planets.
5 Romantic comedy	E A film in which inexplicable and frightening events happen.
6 Western	F A film dealing with people fighting in a war.
7 War film	G A film set among the cowboys in the 19th century American West.
8 Horror film	H A film in which many exciting events happen, and in which people fight and chase each other.



I, ROBOT

Directed by Alex Proyas, starring Will Smith.
The film is loosely based on a book by the legendary science fiction writer Isaac Asimov, and the setting is the future, Chicago, 2035, to be precise. *I, Robot* is an action movie, a special effects film, but it is also a drama and a mystery. US Robotics is a super international mega powerhouse that essentially controls and has monopolized the robotics industry. Your personal robot does everything. But, as with all best sci-fi movies, technology goes wrong.
Will Smith plays a cop, Del Spooner, who is called to investigate the death of a US Robotics scientist, Dr Alfred Lanning, played by Robert Cromwell. Lanning is thought to have committed suicide, but Spooner is convinced he has been murdered by a robot. The paranoid cop is right and Spooner, along with psychologist Susan Calvin, finds himself trying to save the world.

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1 *I, Robot* is directed by Will Smith. T ❑ F ❑
2 The film is based on one of Asimov's books. T ❑ F ❑
3 The film is set in Chicago. T ❑ F ❑
4 The film does not make use of special effects. T ❑ F ❑
5 Del Spooner investigates the death of a robot. T ❑ F ❑
6 Lanning has killed himself. T ❑ F ❑
7 The murderer is a robot. T ❑ F ❑
8 Technology plays a positive role. T ❑ F ❑

VOCABULARY

Find in the text the English equivalents of the following Italian words and expressions.

1 avere per protagonista .....
2 scrittore di fantascienza .....
3 film d'azione .....
4 industria dei robot .....
5 interpretare .....
6 poliziotto .....

WRITING

Write a synopsis of a science fiction film you have recently seen.

RESEARCH WORK

Rent the I, Robot video or DVD and watch it carefully. Then write a review of the film. Remember to include the main aspects to consider in any good film analysis (story, setting, characters, lighting, sound, etc.). Finally give your personal opinion about the film.



Edward Hopper (1882-1967)
He was born on July 22nd 1882, in New York. He attended a New York school for illustrators and then the New York School of Art. Between 1906 and 1910 Hopper made three long visits to Europe, spent mostly in France but also including travel to other countries. In Paris he worked on his own, painting outdoor city scenes, and drawing Parisian types. Back home, from about 1908 Hopper began painting aspects of the native scene that few others attempted.
In 1915 Hopper took up etching and expressed in a mature style what he felt about the American scene. His prints presented everyday aspects of America with truthfulness, fresh direct vision, and an undertone of intense feeling. Hopper's subject matter can be divided into three main categories: the city, the small town, and the country. Those prominent features of the American landscape, the railroad and the automobile highway, were essential elements in his works. He liked, in particular, the relation between the forms of nature and of manmade things. Instead of impressionist softness, he liked to picture the clear air, strong sunlight, and high cool skies of the Northeast. His landscapes have a crystalline clarity and often a poignant sense of solitude and stillness.
He died in his Washington Square studio on May 15th, 1967.



Automat is a famous painting by the American artist Edward Hopper. An automat is a fast food restaurant where simple food and drinks are served by coin-operated and bill-operated vending machines.

PAINTING ANALYSIS

Answer the following questions.

1. Where does this scene take place?
2. How many people do you see?
3. What is the woman doing?
4. What is she wearing?
5. Where is the light coming from?
6. What colours do you see in the painting?
7. What time of day is it?
8. What kind of lines do you see in the painting?
9. What is the focal point of the painting?
10. What is the style like?

WRITING

Through the use of formal elements and the sensations they arouse, Hopper invites the viewer to construct a narrative.
Imagine you are the woman in the painting and write a letter in which you talk about your life and sense of loneliness.

TEXT COMPLETION

Read the following short text on Edward Hopper and city scenes and fill in the gaps with the following words: **loneliness** · **shadow** · **interplay** · **busy** · **night** · **steel**.

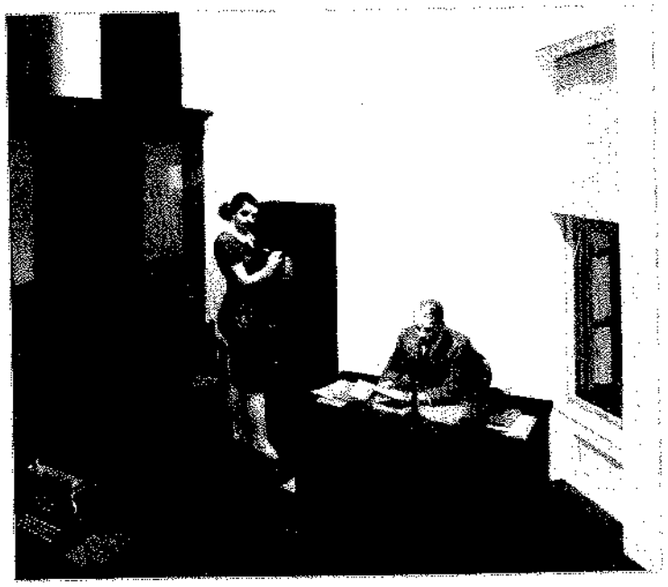
EDWARD HOPPER AND THE MODERN CITY

Edward Hopper's city scenes are concerned not with the ..... 1 life of streets and crowds, but with the city itself as a physical organism, a huge complex of ..... 2, stone, concrete, and glass. When one or two women do appear, they seem to embody the ..... 3 of so many city dwellers.
Often his city interiors at ..... 4 are seen through windows, from the standpoint of an outside spectator. Light plays an essential role: sunlight and ..... 5 on the city's massive structures, and the varied night lights-streetlamps, store windows, lighted interiors. This ..... 6 of lights of differing colours and intensities turns familiar scenes into pictorial dramas.

THE WORLD OF PAINTING

SPEAKING

The modern city seems to have lost its human dimension under many aspects. In losing the space that once belonged to him, man has also lost the relationship he once had with his fellow-men. To what extent does Hopper's painting reinforce this view?



SPEAKING

Answer the following questions

1. Where does this scene take place?
2. How many people do you see?
3. What are they doing?
4. What else can you see?
5. Where is the light coming from?
6. What colours do you see in the painting?
7. What time of day is it?
8. What kind of lines do you see in the painting?
9. What is the focal point of the painting?
10. What is the style like?

SPEAKING

What are the main differences between the office depicted by Hopper and a modern office?

grammar practice

I VERBI MODALI
MUST
SHALL
SHOULD

Must è un verbo modale (è cioè uguale per tutte le persone ed è esso stesso ausiliare) usato per impartire un ordine, per parlare di un obbligo o di una necessità, o per esprimere una supposizione.

Es. You must come back early. → *Devi rientrare presto.*
I must stop smoking. → *Devo smettere di fumare.*
James must be ill. → *James deve essere malato.*

Must si usa solo per azioni riferite al tempo presente o futuro. Per i tempi mancanti si ricorre a *have to.*

Es. Last year I had to buy a new car. → *L'anno scorso dovetti comprare un'auto nuova.*

Have to può spesso sostituire *must* anche alla forma affermativa del tempo presente. È bene comunque ricordare che *have to* esprime sempre un obbligo esterno, imposto da qualcuno o dalla situazione contingente.

Es. We have to wear uniforms at school. → *A scuola dobbiamo indossare l'uniforme.*

Nella forma negativa *mustn't* esprime divieto, mentre *don't have to* esprime mancanza di necessità.

Es. You mustn't phone me. → *Non devi telefonarmi. (Cioè, ti proibisco di farlo)*
You don't have to phone me. → *Non devi telefonarmi. (Cioè, non è necessario che tu lo faccia)*

Shall viene usato solo alla prima persona singolare e plurale per offrirsi di fare qualcosa e per formulare una proposta o un suggerimento.

Es. Shall I close the door? → *Vuoi che chiuda la porta?*
Shall we go to the cinema? → *Perché non andiamo al cinema?*

Il condizionale *should* si usa invece per formulare un consiglio, un suggerimento o una raccomandazione.

Es. You are too fat. You should eat less. → *Sei troppo grasso. Dovresti mangiare meno.*

EXERCISE *Put 'must' or 'have to' in the following sentences.*

1. You ..... stop if the traffic lights aren't green.
2. I ..... study for my French test.
3. You ..... listen to me!
4. You ..... help Mum in the kitchen.
5. You ..... type your report.
6. I ..... remember to call my mother .
7. Paula ..... read this book for her test.
8. She ..... be John's sister. She looks like him.
9. You ..... wear a helmet when you ride a motorcycle.
10. I ..... come back for dinner.

EXERCISE *Put the correct form of 'have to'.*

1. Last summer I ..... spend my holidays with my parents.
2. I ..... take the 8.00 train because my car was broken.
3. Alice ..... work till late next Friday.
4. John hates ..... do his homework at the weekend.
5. I went to the post office because I ..... buy some stamps.

EXERCISE *Put 'mustn't' or 'don't/doesn't have to' in the following sentences.*

1. You ..... smoke in public places.
2. You ..... open the window.
3. You ..... pay for the call. It's free.
4. You ..... wash the dishes. We have a dishwasher.
5. You ..... take photographs inside the museum.
6. Samuel ..... wake up early. He lives near the school.
7. You ..... waste your time.
8. You ..... buy a bike. You can borrow mine.
9. Children ..... eat too many sweets.
10. You ..... phone Alison. I can talk to her.
11. You ..... prepare dinner. We can go to the restaurant.
12. You ..... camp in this area.
13. You ..... throw anything out of the train window.
14. You ..... say bad words.
15. You ..... use your mobile phone in the classroom.

EXERCISE *Write suggestions for the following situations using 'should' or 'shouldn't'.*

1. Jane is very tired.

   .....

2. Helen is always late.

   .....

3. John has got a toothache.

   .....

4. Tomorrow is your brother's birthday.

   .....

5. James feels very lonely.

   .....

16. Jack has lost his passport.

    .....

17. Tom gets bad marks at school.

    .....

18. Jim is always late for school.

    .....

EXERCISE *Translate the following sentences into English.*

1. Se non ci vedi bene dovresti portare gli occhiali.

   .....

2. Non c'è bisogno che vai a far la spesa. Il frigo è pieno.

   .....

3. Devo andare ora. È tardi.

   .....

4. Mia sorella deve portare un'uniforme a scuola.

   .....

5. Il treno parte alle 11.00. Non c'è bisogno che ti alzi presto.

   .....

6. Dovevamo incontrarci ieri ma io stavo male e sono rimasto a casa.

   .....

7. È proibito dar da mangiare agli animali.

   .....

8. Dovresti smettere di fumare.

   .....

9. Non c'è bisogno che le parli. Sa già tutto.

   .....

10. Le luci sono spente. Simon e Linda devono essere fuori.

    .....

11. Il telefono suona. Deve essere Jane.

    .....

12. Devi alzarti un po' prima se vuoi essere puntuale.

    .....

13 Non devi metterti la giacca. Andiamo a una festa, non a una riunione di lavoro.

.....

14 Non c'è bisogno che mi aiuti.

.....

15 Doveva arrivare alle otto, ma il suo treno era in ritardo.

.....

16 Dovresti leggere un buon libro e rilassarti.

.....

17 Non dovresti bere così tanta birra.

.....

18 Non c'è bisogno che fai i compiti. Domani è domenica.

.....

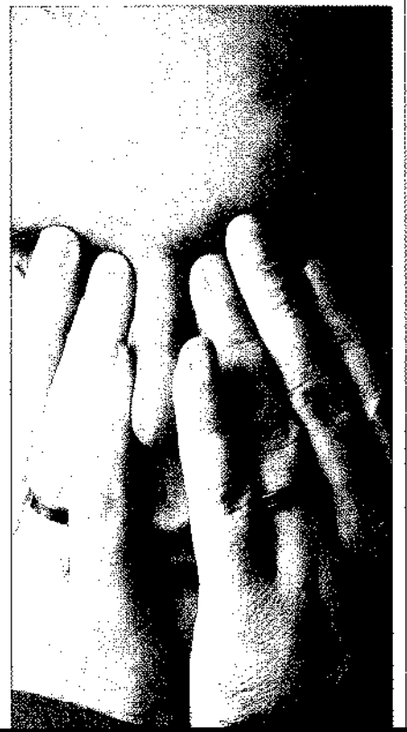
MODULE

Social Problems 7

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- POVERTY;
- HUNGER;
- HOMELESSNESS;
- UNEMPLOYMENT;
- SOCIAL EXCLUSION.

FINALLY YOU WILL REVISE THE MODAL VERBS 'CAN', 'COULD', 'MAY', 'MIGHT'.



1 Introduction
2 Poverty
3 Hunger
4 Homelessness
5 Unemployment
6 Social Exclusion
7 The World of Painting

GRAMMAR PRACTICE

I verbi modali

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44 World Poverty Fight 'in Danger'
45 Fighting against Poverty
46 Increasing Fight against World Hunger
47 Greens Urge Winter Strategy for Homelessness
48 The Social Exclusion Phenomenon
49 The World of Painting
50 The World of Painting

Introduction



A social problem is a condition that threatens the quality of life for people in a society and their most cherished[1] values. It is a condition that a significant number of people believe should be remedied[2] through collective action. Social issues are related to the fabric[3] of the community, including conflicts among the interests of community members, and lie beyond the control of any one individual.

A large section of the world population is suffering from poverty.

Poor people lack the necessary resources to satisfy basic needs like food, shelter, health and education.

Poverty interferes with individual and collective development in many ways.

Even if poverty may be lessening[4] for the world as a whole, it continues to be an enormous problem: one third of deaths – some 18 million people a year or 50,000 per day – are due to poverty-related causes. Every year nearly 11 million children die before their fifth birthday.

Human rights violations are often a cause as well as a consequence of poverty. Yet, one of the main human rights principles states that all individuals should enjoy a basic level of social and economic rights necessary for a life in dignity.

People need the opportunity to participate fully in the life of their community if they are to realise their potential. But certain social groups are systematically excluded from opportunities that are open to others, because they are discriminated against on the basis of their race, religion, gender, age, or other social identity.

Social exclusion is a multi-dimensional phenomenon, which can involve economic, political, and spatial exclusion, as well as lack of access to specific areas such as information, medical care, housing, security, etc.

Homelessness is not confined to the world's poorest countries. In every country, including the richest on the earth, there are many people who find themselves without shelter over a relatively long period of time. Homelessness is a life situation that may be temporary, periodic, or more or less permanent. A wide variety of events can force people into the ranks of homelessness, and today the composition of the homeless population has become increasingly varied.

Another serious social problem is unemployment. Unemployment has an impact on both developed and developing countries. The unemployment rate is increasing fast in modern societies, posing great pressure to most governments around the world. The social groups mostly affected by unemployment are the young, the elderly, unskilled workers, and the minorities. The consequences of unemployment are dramatic, and they affect the sufferers on a personal level as well as their families and the economy and society of their country generally.

abc

1 particularly important to most of the people
2 put right
3 basic structure
4 decreasing

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. How would you define a social problem?
2. How can social problems be solved?
3. Why is poverty a global problem?
4. Why is poverty both a cause and a consequence of human rights violation?
5. How can people realise their full potential?
6. Why are some people excluded from society?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Collective .....
2. Basic needs .....
3. Violation .....
4. Potential .....
5. Multi-dimensional .....
6. Unskilled workers .....

WRITING

Write sentences which have the same meaning as the following.

1. A large section of the world population is suffering from poverty.
2. Every year nearly 11 million children die before their fifth birthday.
3. Homelessness is not confined to the world's poorest countries.
4. Unemployment has an impact on both developed and developing countries.



Poverty

Poverty is a condition in which a person lacks[1] the essentials for a minimum standard of well-being and life. These essentials may be material resources such as food, drinking water and shelter, or social resources such as education, health care, social status, and political power. People live in poverty if their income and their resources are so inadequate as to preclude[2] them from having a standard of living which is regarded as acceptable by society generally. As a result of this, people may be excluded and marginalised from participating in activities which are considered the norm for other people in society. Poverty may be seen as the collective condition of poor people, and in this sense entire nation-states are sometimes regarded as poor.

Inequality is increasing while the world appears to globalise. Even the wealthiest[3] nations have a large gap between rich and poor.

A number of indicators are used to measure progress in achieving social inclusion covering areas such as income, levels of deprivation, early school leaving, jobless households, long-term unemployment, and life expectancy.

In politics, the fight against poverty is usually regarded as a social goal and many governments have some dedicated institutions or departments. The anti-poverty strategy of the World Bank depends heavily on reducing poverty through the promotion of economic growth.

In June 2006 EU Member States adopted a revised set of common indicators of social protection and social inclusion, including the 'at risk of poverty' rate, the long-term unemployment rate, healthy life expectancy, housing and material deprivation.

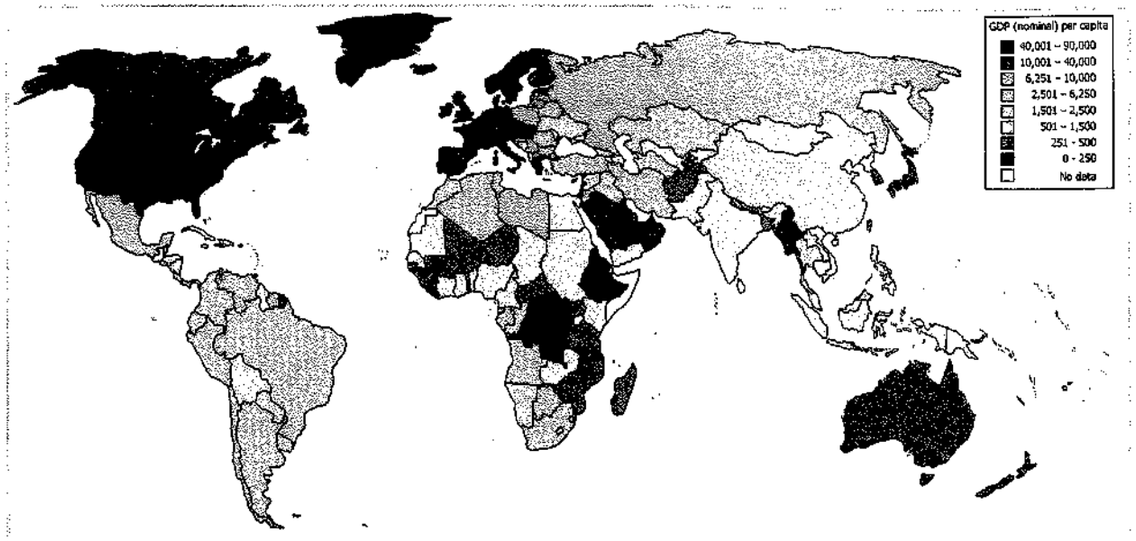
The 'at risk of poverty' indicator identifies all those who fall below a certain income threshold, which in the EU has been set at 60% of the **median income**.

According to the World Bank, there is a range of factors which poor people identify as part of poverty. These include precarious livelihood, physical limitations, lack of security, and limited capabilities.

But what are the main causes of poverty? Many different factors have been cited to explain why poverty occurs. Though no single explanation has gained universal acceptance, some possible factors include natural factors such as the climate or environment; unemployment; human factors such as war and crime; diseases especially



1 does not have
2 prevent
3 richest
4 contradictory



AIDS, malaria, and tuberculosis, which affect developing nations; lacking infrastructure; lacking health care; and overpopulation.

Policies and support measures that are being targeted at those who are most vulnerable, including older people, children and those with disabilities, are helping more and more people to escape poverty. Such measures were applied with mixed[4] results in most Western societies during the 20th century in what became known as the welfare state. The social environment and the abilities of the poor can be improved through subsidised housing development, subsidised education, health care and employment.

Eradication of extreme poverty and hunger by 2015 is a Millennium development Goal. Most developed nations give development aid to developing nations. The UN target for development aid is 0.7% of GDP, but only few nations achieve it.

The **median income** is the amount that divides the income distribution into equal parts, half of the people having incomes above the medium and half having incomes below the medium.
GDP stands for Gross Domestic Product, the total value of all goods and services produced in a country in a year.

KEYWORDS

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is poverty?
2. What other social factors are related to poverty?
3. What are the main causes of poverty?
4. What do governments do to reduce poverty?
5. What is the World Bank strategy to fight poverty?

ACTIVITIES

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1 Social status .....
.....

2 Inequality .....
.....

3 Gap .....
.....

4 Life expectancy .....
.....

5 Growth .....
.....

6 Physical limitations .....
.....

WRITING

Write sentences which have the same meaning as the following.

1 Poverty is a condition in which a person lacks the essentials for a minimum standard of well-being and life.

.....

2 Even the wealthiest nations have a large gap between rich and poor.

.....

3 According to the World Bank, there is a range of factors which poor people identify as part of poverty.

.....

4 Many different factors have been cited to explain why poverty occurs.

.....

FIND THE TOPIC

Read the following text and match each of the subtitles below with the corresponding section.

A A Divided Nation
B Poverty is not Always a Consequence of Unemployment
C Poverty as a Shame
D Poverty is Growing Among the Americans
E Hard Work not Always Brings Reward
F The fight against poverty is not a successful political issue

37 MILLION POOR HIDDEN IN THE LAND OF PLENTY

1 .....
Americans have always believed that hard work will bring rewards, but vast numbers now cannot meet their bills even with two or three jobs. More than one in 10 citizens live below the poverty line, and the gap between the haves and the have-nots is widening.
America has vast, wealthy suburbs, huge shopping malls and a busy middle class, but it also has vast numbers of poor, struggling to make it in a low-wage economy with minimal government help.

2 .....
A shocking 37 million Americans live in poverty. That is 12.7 per cent of the population – the highest percentage in the developed world. They are found from the hills of Kentucky to Detroit's streets, from the Deep South of Louisiana to the heartland of Oklahoma. Each year since 2001 their number has grown.

3 .....
Under President George W. Bush an extra 5.4 million have slipped below the poverty line. Yet they are not a story of the unemployed or the destitute. Most have jobs. Many have two. But the economy, stripped of worker benefits like healthcare, is having trouble providing good wages.

4 .....
Even families with two working parents are often one slice of bad luck – a medical bill or factory closure – away from disaster. The minimum wage of $5.15 an hour has not risen since 1997 and, adjusted for inflation, is at its lowest since 1956. The gap between the haves and the have-nots looms wider than ever. Faced with rising poverty rates, Bush's trillion-dollar federal budget recently raised massive amounts of defence spending for the war in Iraq and slashed billions from welfare programmes.

5 .....
Dealing with poverty is not a viable political issue in America. It jars with a cultural sense that the poor bring things upon themselves and that every American is born with the same chances in life. It also runs counter to the strong anti-government current in modern American politics. Yet the problem will not disappear.

6 .....
In America, to be poor is a stigma. In a country which celebrates individuality and the goals of giving everyone an equal opportunity to make it big, those in poverty are often blamed for their own situation. Experience on the ground does little to bear that out.
When people are working two jobs at a time and still failing to earn enough to feed their families, it seems impossible to call them lazy or selfish.
There seems to be a failure in the system, not the poor themselves.

(Adapted from *The Observer*)

LISTENING



While listening to the following facts and figures about poor and rich people in the US, fill in the gaps.

AN AMERICA DIVIDED

- There are 37 million Americans living below the poverty ..... 1.
- The United States has 269 billionaires, the ..... 2 number in the world.
- Almost a quarter of all ..... 3 Americans live below the poverty line; 22 per cent of Hispanics fall below it. But for ..... 4 the figure is just 8.6 per cent.
- There are 46 million Americans without .... 5 insurance.
- There are 82,000 homeless people in Los Angeles alone.
- In 2004 the poorest community in America was Pine Ridge Indian reservation. Unemployment is over 80 per cent, 69 per cent of people live in poverty and ..... 6 life expectancy is 57 years. In the Western hemisphere only ..... 7 has a lower number.
- The richest town in America is Rancho Santa Fe in California. Average ..... 8 are more than $100,000 a year; the average house price is $1.7m.



ACTIVITIES

READING

Read the programme of the International Poverty Forum held at the UN headquarters in 2006 and then write a brief newspaper article to introduce the event.

INTERNATIONAL FORUM ON THE ERADICATION OF POVERTY – 15TH-16TH NOVEMBER 2006
KEEP THE PROMISE, MAKE IT HAPPEN

Background

To mark the end of the first United Nations Decade for the Eradication of Poverty, the Division of Social Policy and Development, DESA, in collaboration with United Nations agencies and civil society, is organising the International Forum on the Eradication of Poverty. The Forum aims to achieve two major objectives.

First, it is intended to send a strong message on the importance of a continued and enhanced commitment to poverty eradication in the run-up to 2015.

Second, the Forum will provide a valuable opportunity for forward-looking dialogue among stakeholders on the next steps over the next decade towards the realisation of the universal goal of poverty eradication.

As the closing event of the first United Nations decade for the eradication of poverty, the Forum will need to address the key developments in policy and practice of the last ten years. However, the main purpose of the Forum is not to reflect on the past but to look forward in order to identify the main challenges ahead and the concrete and sustainable strategies to combat poverty in its various dimensions over the next ten years.

Organisation of the Forum

The Forum is an interagency initiative that will be held on 15th and 16th November 2006 at United Nations Headquarters. It will consist of a series of high-level panels and dialogues as well as lunch time events on a variety of topics central to poverty eradication, including the root causes of poverty and effective measures to address them.

Panellists will include high-level representatives from Government, multilateral international organisations, academia, civil society, the private sector and other stakeholders in particular people living in poverty. Forum participants will include delegates, United Nations staff, donor agencies, representatives of civil society, academics and the media.

The event is to be as inclusive as possible and donor agencies and civil society organisations are encouraged to sponsor the participation of people from developing countries.

Following an opening session, the first plenary session is envisaged to take the form of a dialogue with speakers responding to probing questions posed by the moderator. A main theme of this dialogue will be the commitments that were made throughout the Decade.

The various panels taking place after the opening session are all related to the concept of poverty traps and address the factors needed to escape from them.

The panels will not focus on sectoral issues, but will discuss cross-cutting issues fundamental to the eradication of poverty. Since poverty is both an economic and a social problem, this will necessarily involve discussing not only issues such as access to resources, trade and education, but also human rights and governance.

Specific issues pertaining to the various social groups, including women, youth, the elderly, persons with disabilities and indigenous peoples will be discussed in many if not all panels. The common thread running through the panels is implementation and sustainability. The planned lunchtime events will focus on concrete initiatives such as the Millennium Villages Project.

Participants in the panels and roundtables will include Government officials, heads of various multilateral international organizations, academics and other experts, civil society and other stakeholders.

Participating Organisations

The United Nations partner organisations currently collaborating to organize this Forum are:

- United Nations Department of Economic and Social Affairs (DESA);
- United Nations Development Programme (UNDP);
- United Nations Children's Fund (UNICEF);
- World Food Programme (WFP);
- Food and Agricultural Organization (FAO);
- International Fund for Agricultural Development (IFAD);
- International Labour Organization (ILO;
- United Nations Capital Development Fund (UNCDF);
- United Nations Human Settlements Programme (UN-HABITAT);
- United Nations Population Fund (UNFPA);
- United Nations Conference on Trade and Development (UNCTAD);
- Office of the High Representative for the L DCs, LLDCs and Small Island Developing States (OHRLLS);
- Department of Public Information (DPI);
- United Nations Global Compact;

Other collaborating organisations include:

- ATD 4th World;
- International Co-operative Alliance (ICA);
- Committee for the Promotion and Advancement of Cooperatives (COPAC);
- GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit);
- NGO Sub-Committee for the Eradication of Poverty;
- Feminist Task Force of the Global Call to Action Against Poverty (GCAP).

ACTIVITIES

CLOZE EXERCISE

While reading the following article on poor nations fill in the gaps with the following words:
Africa - 2015 - trade - Sweden - poorer - drugs - 31 - diseases - life - 2165 - Netherlands - development - countries - technology - dangerous - reforms - public - standards.

WORLD POVERTY FIGHT 'IN DANGER'

The rich world is running dangerously short of time to redeem its promises on helping the poor, the United Nations says.

Despite three years of concerted effort, some countries have recently begun to get ..... 1. On present trends, some African countries will not vanquish poverty until ..... 2, the UN Development Programme (UNDP) believes. It says poor countries must introduce reforms, while rich ones improve ..... 3 and aid.

Releasing its *Human Development Report 2003*, the UNDP says poverty is not inevitable. In the last 30 years, ... 4 expectancy in poor countries has risen by eight years, and illiteracy has been halved. But it says progress towards achieving the Millennium Development Goals (MDGs) is patchy, with success still uncertain.

The MDGs, agreed by the UN in 2000, aim to halve world poverty by ..... 5. Their scope includes hunger, disease, illiteracy, environmental damage, and halting the spread of HIV/Aids.

The UNDP says the goals can be achieved, but 'only if poor countries pursue wide-ranging ..... 6 and wealthy ones respond with improved trade terms and increased aid'.

Mark Malloch Brown, UNDP's administrator, told BBC News Online: 'I think there's a real shot that most of the countries will have met most of the goals by 2015 – but the next couple of years will be critical. We're at a very ..... 7 moment.

The agreement on the goals started a build-up of emphasis on global development. But against that, the old politics is reasserting itself. Italy, France, Germany, Japan – even the ..... 8 , one of the most generous donors – are all making cuts in spending. You've got a real difficulty keeping people on track. Development assistance is the first to go when ..... 9 spending faces cuts. (...) the world is already into overtime on achieving the development goals.'

The UNDP says its report documents 'an unprecedented backslide... in some of the world's poorest nations'. More than one billion people still live in extreme poverty, and for many living ..... 10 are getting steadily worse.'

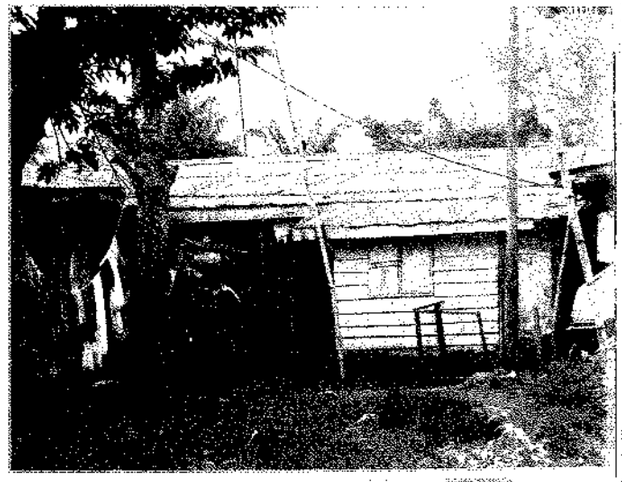
The report identifies 59 priority ..... 11 where, it says, the MDGs will not be met without urgent action.

In 31 top priority countries, progress towards the goals has stalled or even begun to reverse.

Of the 59 priority nations, 24 suffer from a high incidence of HIV/Aids and ..... 12 have unusually high foreign debts.

The report proposes a millennium development compact, a new mechanism designed to ensure the goals are met.

It would require doubling annual development aid from the rich world to $100bn, dismantling unfair trade subsidies and tariffs, writing off unsustainable debt, and creating better access to ..... 13.



ACTIVITIES

The UNDP says: 'Only 10% of research and development focuses on the health problems of 90% of the world's people. Rich countries have undermined the right of poor countries to make life-saving .... 12 available to their people at affordable prices.'
Yet technology, together with better targeted aid, it says, could make a huge difference to problems like low soil fertility, isolation from trading routes, and preventable ..... 13.
Most of the countries that were poorer in 2000 than in 1990 are in sub-Saharan ..... 14.
The UNDP says landlocked countries generally do worse than coastal ones, as do those which are tied to a single export commodity.
Its report includes its annual human ..... 15 index, measuring countries' progress on key social and economic indicators.
Ranked according to their national levels of poverty, illiteracy, unemployment and life expectancy, ... 16 tops the list of rich countries, with the US at the bottom. Sweden, with a lower per capita income than the US, has on average more functionally literate adults and fewer people living in poverty.

(Story from *BBC NEWS*)

2.1 Poverty and Human Degradation

45

Poverty, especially extreme poverty, is the worst form of degradation of human dignity and generally leads to social exclusion. This is particular evident in some areas of big industrial cities called slums, where poor sanitary conditions and overcrowding are very common.
These problems were magnified in London during the Victorian Age, when the population grew at a record rate. Large houses were turned into flats and tenements and the landlords who owned them, were not concerned about the upkeep or the condition of these dwellings. Many people could not afford the rents that were being charged and so they rented out space in their room to one or two lodgers. Moral corruption and crime were very common in such a degraded environment.
The Victorian writer Charles Kingsley describes one of these London slums in his book *Alton Locke*.

Have you ever seen a slum? If so, describe it in your own words.

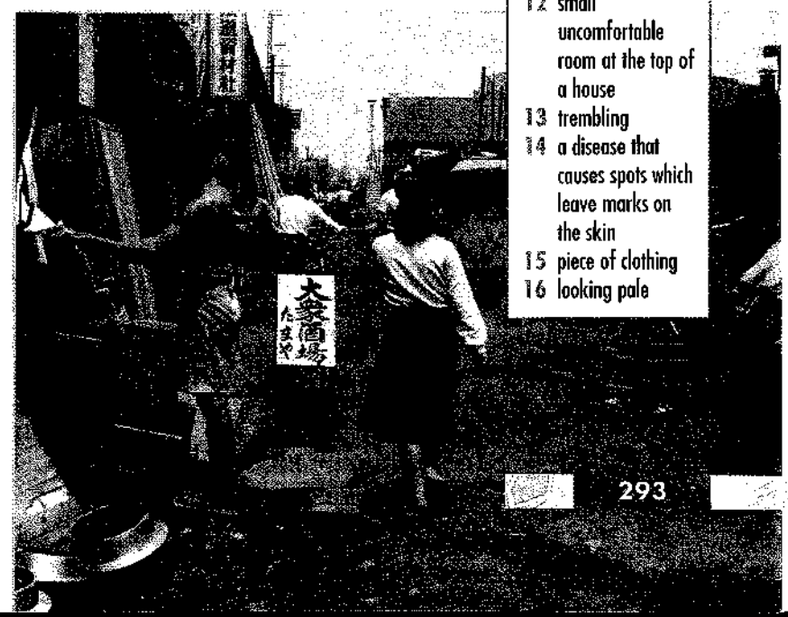
A Ghastly Sight
(from Charles Kingsley, *Alton Locke*, 1950)

It was a foul,[1] chilly, foggy Saturday night. From the butchers' and greengrocers' shops the gaslights flared and flickered, wild and ghastly, over haggard groups of slipshod[2] dirty women, bargaining for scraps of stale meat and frostbitten vegetables, wrangling[3] about short weight and bad quality. Fish stalls and fruit stalls lined the edge of the greasy pavement, sending up odours as foul as the language of sellers and buyers. Blood and sewer water crawled from under doors and out of spouts, and reeked[4] down the gutters among offal,[5] animal and vegetable, in every stage of putrefaction. Foul[6] vapors rose from cow sheds and slaughterhouses, and the doorways of undrained alleys, where the inhabitants carried the filth out on their shoes from the backyard into the court, and from the court up into the main street; while above, hanging like cliffs over the streets – those narrow, brawling[7] torrents of filth, and poverty, and sin – the houses

Charles Kingsley (1819-1875)
He was born in 1819 at Holne Vicarage, Devonshire, England. After studying at Magdalene College, Cambridge, he was ordained in 1842.
In 1844 he became vicar for Eversley in Hampshire. A proponent of Christian socialism, Kingsley was especially concerned with the plight of the poor. He started the Christian socialist journal *Politics for the People* in 1848 and *The Christian Socialist* two years later. Kingsley's philosophy on social reform can be found in such fictional works as *Alton Locke* (1850), *Yeast* (1851), and his historical novel *Hypatia* (1853).
In 1854 Kingsley helped establish Working Men's College. He also wrote fiction for children including *The Heroes or Greek Fairytales for my Children* (1856), *The Water Babies* (1863), and *Madam How and Lady Why* (1868).
In 1859 he was appointed chaplain to the Queen, and a year later became part time professor of modern history at Cambridge until 1869.
In 1873 he was appointed canon of Westminster Abbey. He died at Eversley in 1875.



with their teeming[8] load of life were piled up into the dingy,[9] choking night. A ghastly, deafening, sickening sight it was. (...)
We went on through a back street or two, and then into a huge, miserable house, which, a hundred years ago, perhaps, had witnessed the luxury, and rung to the laughter of some one great fashionable family, alone there in their glory. Now every room of it held its family, or its group of families (...) its grand staircase, with the carved balustrades rotting and crumbling away piecemeal, converted into a common sewer for all its inmates. Up stair after stair we went, while wails[10] of children, and curses of men, steamed out upon the hot stifling rush of air from every doorway, till, at the topmost story,[11] we knocked at a garret[12] door. We entered. Bare it was of furniture, comfortless, and freezing cold; but, with the exception of the plaster dropping from the roof, and the broken windows, patched with rags and paper, there was a scrupulous neatness about the whole, which contrasted strangely with the filth and slovenliness outside. There was no bed in the room – no table. On a broken chair by the chimney sat a miserable old woman, fancying that she was warming her hands over embers which had long been cold, shaking her head, and muttering to herself, with palsied[13] lips, about the guardians and the workhouse; while upon a few rags on the floor lay a girl, ugly, small-pox[14]-marked, hollow-eyed, emaciated, her only bedclothes the skirt of a large handsome new riding habit,[15] at which two other girls, wan[16] and tawdry, were stitching busily, as they sat right and left of her on the floor.



1 stormy
2 careless, sloppy
3 arguing with someone angrily
4 had a bad smell
5 waste
6 having a very unpleasant smell
7 noisy
8 full of people or animals that are all moving around
9 dark and dirty
10 cries
11 floor
12 small uncomfortable room at the top of a house
13 trembling
14 a disease that causes spots which leave marks on the skin
15 piece of clothing
16 looking pale

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Where and when is the passage set?
2. What are the women doing?
3. What do they look like?
4. What is the general atmosphere like?
5. What is the woman doing inside the house?
6. How would you define the house?

TEXT ANALYSIS

Answer the following questions.

1. Which senses are foregrounded in the passage above? Make examples from the text.
2. How would you define the language?
   - A Realistic
   - B Rhetorical
   - C Lyrical
   - D Ornate
   - E Objective
   - F Abstract
   - G Concrete
3. Which narrative mode is prevalent in the passage?
4. Circle all the adjectives used to describe:
   - the place;
   - the house.
5. What is their connotations?

VOCABULARY

Find in the text synonyms for the following words.

1. Cold .....
2. Smells .....
3. Phase .....
4. Dirt .....
5. Disgusting .....
6. Enormous .....
7. Poor .....
8. Impressive .....

Hunger

Hunger, **undernourishment**, and **malnutrition** are still the number one risks to health worldwide. Today, one in nearly seven people do not get enough food to be healthy and lead an active life.

Acute hunger or **starvation** are often highlighted on TV screens especially during high profile[1] crises like wars or natural disasters. But emergencies account for less than eight per cent of hunger victims.

Daily undernourishment is a less visible form of hunger which affects many more people all over the world. According to the UN Standing Committee on Nutrition's *5th Report on the World Nutrition Situation* (2005) almost one third of all children are **stunted**. Hunger also weakens the immune system. Deprived of the right amount of food, hungry children are especially vulnerable and become too weak to fight off disease

1 attracting a lot of public attention
2 described
3 reducing

Undernourishment is the status of people whose food intake does not include enough calories to meet minimum physiological needs.
Malnutrition is a state in which the physical function of an individual is impaired to the point where he or she can no longer maintain natural bodily capacities such as growth, pregnancy, lactation, learning abilities, and resisting and recovering from disease.
Starvation refers to suffering or death caused by lack of food.
Stunting reflects shortness-for-age, and it is an indicator of chronic malnutrition.

KEYWORDS

and may die of common infections. Each year, almost 11 million children die before reaching the age of five, and malnutrition is associated with about half of these deaths. Labelled[2] as the largest single contributor to disease by the UN Standing Committee on Nutrition, malnutrition is the result of inadequate dietary intake, infection, or both. It is more about quality than quantity of food.



Besides, each form of malnutrition depends on what nutrients are missing in the diet, for how long and at what age.

In 1996, more than 180 nations participated in a World Food Summit and committed to decreasing[3] the number of undernourished people to half their present level no later than the year 2015. Two documents were adopted: the *Rome Declaration on World Food Security*, listing seven commitments that the participating governments would make to increase food security; and the accompanying *World Food Summit Plan of Action*, listing specific objectives to accomplish the goals stated in the *Declaration*. All nations involved agreed and signed the statements, including: "We emphasise the urgency of taking action now to fulfil our responsibility to achieve food security for present and future generations".

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

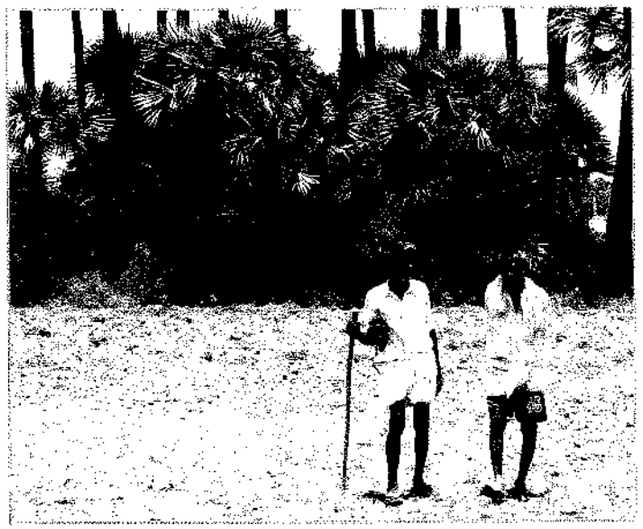
1. Hunger is one of the main risks to health all over the world. T ❑ F ❑
2. We often see hunger or starvation on TV. T ❑ F ❑
3. Undernourishment is less common than hunger. T ❑ F ❑
4. Hungry children have a weaker immune system. T ❑ F ❑
5. Malnutrition is the result of a poor diet. T ❑ F ❑
6. Malnutrition depends on the quantity of food people eat. T ❑ F ❑

ACTIVITIES

VOCABULARY

Match a term in the first column with a term in the second column.

1 TV	A Security
2 Hunger	B Committee
3 Immune	C Screens
4 Standing	D People
5 Dietary	E Victims
6 Food	F Generations
7 Future	G System
8 Undernourished	H Intake



SPEAKING

Hunger is a global problem, but part of the solution involves many small steps at the local level. Some examples of cooperative projects that have increased food security for families and communities follow. Read these project descriptions and discuss how these and similar projects might be implemented locally. Also discuss how projects such as these could be funded.

PROJECT

- Women fish vendors in Burkina Faso bought insulated boxes to mount on the backs of their bicycles. Packed with ice, they keep 10 to 15 kg of fish fresh, ensuring that the catch receives a top price at the local market.
- Beekeepers in the Islamic Republic of Iran were able to purchase a bee colony and hive with a small amount of donated money. Besides producing 15 kg of honey each year, the bees pollinate nearby fruit trees.
- In Nicaragua, farmers obtained a small grant to purchase metal silos to protect harvested maize from humidity and pests. Each silo holds 550 kg of grain, enough to feed ten people for a year.
- With a small amount of funding, 40 women farmers from Ghana bought the materials to make 50 1-square-metre covers to protect their banana seedlings from the harsh African sun.
- A farmers' cooperative invested in high-quality seed to plant 20 hectares of cabbages, onions, cauliflowers and potatoes plus enough forage seeds to grow food to feed their animals.

FIND THE FIRST SENTENCE

In the article below the first sentence is missing. Read the text and then decide which one of the following sentences is the first.

1 Around five million people suffer from AIDS in Malawi, a HIV-prevalence rate among the highest in the world.

2 Driving the 320km road from Lilongwe to the World Food Programme's sub-office in Blantyre, deep in the south of Malawi, it is easy to forget that this is a country in the midst of a food crisis that threatens 40% of the population.

3 Struggling to cope with the rising price of what little maize is available, villagers are burning firewood to create charcoal to sell.

ACTIVITIES

DESPAIR BENEATH THE 'NORMALITY'

Chris Endean of the World Food Programme *is visiting Malawi. This is first of his reports from a country in the midst of a food crisis.*

.....

.....

.....

Against a stunning[1] backdrop[2] of African bush and towering mountains, women and children make their way home along the roadsides with fresh fruit balanced precariously on their heads.

Dedza's marketplace bustles,[3] with vegetables on sale in neatly stacked piles and freshly painted signs suggesting business as usual: the *Camp David* telephone exchange, *Nice Price* superstore and *Heaven-bound Funeral Service* to name a few. It takes the trained eye of my travel companion, a WFP emergency programme officer, to spot[4] the telltale signs that hunger lurks[5] behind the 'normality' displayed by Malawi's villages. She stressed that food crises begin long before the appearance of images we usually associate with severe hunger, such as queues of people waiting for rations or malnourished children fighting for their lives in health clinics.

Yes, it looks as if there's plenty of food on sale at the markets, with cabbages, potatoes and tomatoes tumbling off[6] the stalls – but there is no sign of the Malawian's staple diet, maize. In April, the country suffered its worst harvest in 10 years and, three months before the traditional lean season,[7] maize is already in short supply. The little that is available is unaffordable[8] for most people.

My colleague also points out that the steady lines of people walking along the roadsides are an increasingly common sight in this part of Malawi.

Most have walked tens of miles to get food from the market because they no longer have stocks of their own to fall back on.

Even the small boy cycling on the wrong side of the road and bent double under a heavy load of freshly-cut wood is an unwitting sign of food shortages.

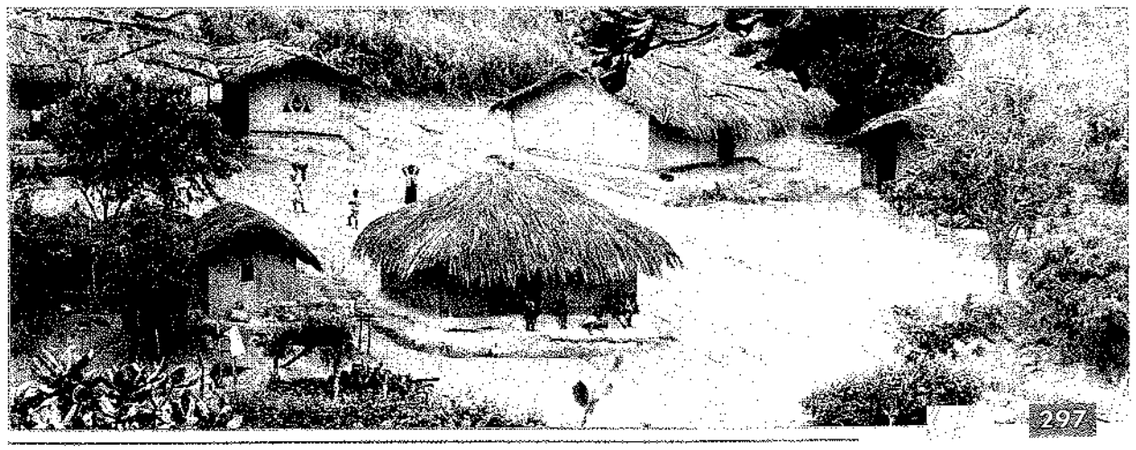
By the time we reach Blantyre, the old trading town which owes its Scottish name to the explorer David Livingstone, there are far clearer symptoms of Malawi's malaise.

With more and more people heading for the city in search of food, beggars are working door to door, pleading[9] for casual labour or scraps of food.

Most worryingly, as desperation grows, theft and muggings are on the rise.

(Adapted from *Guardian Unlimited*)

1 extremely attractive
2 scenery behind something that you are looking at
3 is very busy
4 to notice
5 is hidden
6 falling to the ground
7 very difficult time
8 too expensive
9 begging



ACTIVITIES

LISTENING

1. *While listening to the following short text on malnutrition fill in the gaps.*



THE MOST COMMON FORMS OF MALNUTRITION

Deficiencies of iron, vitamin ..... [1] and zinc are ranked among the World Health Organization's (WHO) top 10 leading causes of death through disease in ..... [2] countries.

Iron deficiency is the most prevalent form of malnutrition worldwide, affecting billions of people.

Iron forms the molecules that carry oxygen in the ..... [3] so symptoms of a deficiency include tiredness and lethargy. Lack of iron in large segments of the population severely damages a country's productivity. Iron deficiency also impedes cognitive development, affecting 40-60 per cent of children aged 6- ..... [4] months in developing countries.

Vitamin A deficiency weakens the ..... [5] systems of a large proportion of under-fives in poor countries, increasing their vulnerability to disease. A deficiency in vitamin A, for example, increases the risk of dying from diarrhoea, measles and ..... [6] by 20-24 per cent. Affecting 140 million ..... [7] children in 118 countries and more than seven million ..... [8] women, it is also a leading cause of child blindness across developing countries.

Iodine deficiency affects ..... [9] million people worldwide. The clearest symptom is a swelling of the thyroid gland called a goitre. But the most serious impact is on the ..... [10], which cannot develop properly without iodine.

According to UN research, some 20 million children are born mentally impaired because their mothers did not consume enough iodine. The worst-hit suffer cretinism, associated with severe ..... [11] retardation and physical stunting.

Zinc deficiency contributes to growth failure and weakened immunity in young children. It is linked to a higher risk of diarrhoea and pneumonia, resulting in nearly ..... [12] deaths per year.

Homelessness

Homeless means not having a home. Homeless people generally sleep in parks, pavements, abandoned buildings, or in emergency shelters as a primary nighttime residence.

But you do not have to be sleeping on the streets to be classed as homeless. You might also be legally homeless if you are living in very overcrowded conditions, if you are living in poor conditions that affect your health or in a place where you have no legal right to stay (e.g. a squat), or if you are living somewhere that you cannot afford to pay for without depriving yourself of basic essentials.

According to the United Nations, a 'homeless' person is not only someone without a domicile who lives on the street, but can equally be someone without access to shelter meeting the basic criteria considered essential for health, human, and social development. These criteria would include secure occupancy, protection against bad weather, and personal security, as well as access to sanitary facilities and potable water, education, work, and health services.

The UN definition acknowledges that the absence or extreme precariousness of housing gives rise to a number of problems that are major factors in the deterioration of the quality of life, such as difficulty in maintaining emotional ties,[1] protecting personal property, and securing physical safety.

The most recent estimates of the number of homeless, published by international organisations, are alarming. An estimated 100 million people worldwide are homeless. Homelessness affects a wide variety of people. Some social groups are more vulnerable to homelessness because they have fewer rights, particular needs or are less able to cope by themselves. These include old people, people with many children, people with physical or mental health problems, people on benefits or low incomes, and ex-prisoners. When welfare rates are reduced and tenant[2] protection is weakened, it is easier for people to become homeless. You could become homeless because you have lost your job, you have been evicted by your landlord, or you have health or relationship problems.

eles

relationships

someone who lives in a house, and pays rent to the person who owns it



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is homelessness?
2. What situations mean you are homeless?
3. Who is affected by homelessness?
4. How do people become homeless?
5. Where do homeless people generally sleep?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Overcrowded .....
2. Essentials .....
3. Needs .....
4. Ex-prisoners .....
5. Health problems .....
6. Relationship problems .....

4.1 Homelessness and Public Opinion



The attitude of public opinion towards homeless people is varied and sometimes controversial. Most people feel compassion toward homeless children and people with disabilities but rage over the use of valuable resources for drug abusers, alcoholics, or ex-criminals.

'Visible' homelessness most affects our lives. The way we define homeless people has many consequences. Whom we label as homeless determines what the causes, demographics, and needs of a homeless population are. Only those who fall under the homeless definition will receive assistance from homeless programmes.

Down and Out in Paris and London, a semi-autobiographical account of living in poverty in both cities, was published by George Orwell in 1933. It is part documentary and part novel and it deals with his experiences over a two year period in Paris and London.

Although he was not the first author to write about unemployed or poorly paid homeless people, he was the first to actually live their lifestyle for an extended period of time.

Tramps are Ordinary Human Beings
(from George Orwell, *Down and Out in Paris and London*, 1933)

What do you think when you see a homeless person? What are some ways we can help homeless people in your opinion?

Indeed, if one remembers that a **tramp** is only an Englishman out of work, forced by law to live as a vagabond, then the tramp-monster vanishes.[1] I am not saying, of course, that most tramps are ideal characters; I am only saying that they are ordinary human beings, and that if they are worse than other people it is the result and not the cause of their way of life.



It follows that the 'Serve them damned well right' attitude that is normally taken towards tramps is no fairer than it would be towards cripples[2] or invalids. When one has realized that, one begins to put oneself in a tramp's place and understand what his life is like. It is an extraordinarily futile, acutely unpleasant life. I have described the casual ward – the routine of a tramp's day – but there are three especial evils that need insisting upon. The first is hunger, which is the almost general fate of tramps. The casual ward gives them a ration which is probably not even meant to be sufficient, and anything beyond this must be got by begging – that is, by breaking the law. The result is that nearly every tramp is rotted by[3] malnutrition; for proof of which one need only look at the men lining up outside any casual ward. The second great evil of a tramp's life – it seems much smaller at first sight, but it is a good second – is that he is entirely cut off from contact with women (...)

The other great evil of a tramp's life is enforced idleness.[4] By our vagrancy[5] laws things are so arranged that when he is not walking the road he is sitting in a cell; or, in the intervals, lying on the ground waiting for the casual ward to open. It is obvious that this is a dismal, demoralising way of life, especially for an uneducated man (...)

The problem is how to turn the tramp from a bored, half alive vagrant into a self-respecting human being. A mere increase of comfort cannot do this. Even if the casual wards became positively luxurious[6] (they never will) a tramp's life would still be wasted. He would still be a pauper,[7] cut off from marriage and home life, and a dead loss to the community. What is needed is to depauperise him, and this can only be done by finding him work – not work for the sake of working, but work of which he can enjoy the benefit. At present, in the great majority of casual wards, tramps do no work whatever. At one time they were made to break stones for their food, but this was

Tramp is a popular term used to describe people who have no home or job and move from place to place, often asking for food or money.



KEYWORDS

1. disappears
2. people unable to walk properly because their legs are injured
3. suffers from
4. inactivity
5. the criminal offence of living on the street and begging from people
6. very expensive and comfortable
7. someone who is very poor



stopped when they had broken enough stone for years ahead and put the stone-breakers out of work. Nowadays they are kept idle, because there is seemingly nothing for them to do. Yet there is a fairly obvious way of making them useful, namely this: each workhouse could run a small farm, or at least a kitchen garden, and every able-bodied[8] tramp who presented himself could be made to do a sound day's work. The produce of the farm or garden could be used for feeding the tramps, and at the worst it would be better than the filthy diet of bread and margarine and tea. Of course, the casual wards could never be quite self-supporting, but they could go a long way towards it, and the rates would probably benefit in the long run. It must be remembered that under the present system tramps are as dead a loss to the country as they could possibly be, for they do not only do no work, but they live on a diet that is bound to undermine their health; the system, therefore, loses lives as well as money. A scheme which fed them decently, and made them produce at least a part of their own food, would be worth trying.

It may be objected that a farm or even a garden could not be run with casual labour. But there is no real reason why tramps should only stay a day at each casual ward; they might stay a month or even a year, if there were work for them to do. The constant circulation of tramps is something quite artificial. At present a tramp is an expense to the rates, and the object of each workhouse is therefore to push him on to the next; hence the rule that he can stay only one night. If he returns within a month he is penalized by being confined for a week, and, as this is much the same as being in prison, naturally he keeps moving. But if he represented labour to the workhouse, and the workhouse represented sound food to him, it would be another matter. The workhouses would develop into partially self-supporting institutions, and the tramps, settling down here or there according as they were needed, would cease to be tramps. They would be doing something comparatively useful, getting decent food, and living a settled life. By degrees, if the scheme worked well, they might even cease to be regarded as paupers, and be able to marry and take a respectable place in society.

This is only a rough idea, and there are some obvious objections to it. Nevertheless, it does suggest a way of improving the status of tramps without piling new burdens on the rates. And the solution must, in any case, be something of this kind.

abc
8 healthy

ACTIVITIES

VOCABULARY

1 *Explain in your own words the meaning of the following terms and expressions.*

a Out of work .....
.....

b Vagabond .....
.....

c Futile .....
.....

d Fate .....
.....

e Farm .....
.....

f Status .....
.....

READING COMPREHENSION

2 *Answer the following questions.*

a Who is a tramp according to George Orwell?
b What is a tramp's life like?
c What are the main evils of a tramp's life?
d What does Orwell suggest to improve the life of tramps?

SPEAKING

3 *Do you think things have changed as far as the status of homeless people?*

Is Orwell's thesis still valid?

WRITING

4 *Poets and singers have often dealt with the experiences of homeless people, who are generally socially excluded or discriminated by the rest of the population. In the song* Aqualung, *for example, the music band Jethro Tull describes the life of a homeless man in a moving way. Read the text of the song and then try to translate it into Italian.*

AQUALUNG
(from Jethro Tull, *Aqualung*, 1971)

Sitting on a park bench
Eyeing[1] little girls with bad intent.
Snot[2] running down his nose
Greasy[3] fingers smearing[4] shabby[5] clothes.
Drying in the cold sun
Watching as the frilly panties run.
Feeling like a dead duck
spitting out pieces of his broken luck.
Sun streaking cold
an old man wandering lonely.
Taking time the only way he knows.
Leg hurting bad,
as he bends to pick a dog-end[6]
he goes down to the bog[7]
and warms his feet.

Feeling alone
the army's up the road
salvation à la mode and
a cup of tea.
Aqualung my friend
don't you start away uneasy
you poor old sod,[8] you see, it's only me.
Do you still remember
December's foggy freeze
when the ice that clings on to your beard is
screaming[9] agony.
And you snatch[10] your rattling last breaths
with deep-sea-diver sounds,
and the flowers bloom like
madness in the spring.

abc
1 looking at someone carefully
2 an impolite word referring to the mucus produced in your nose
3 oily
4 putting oily marks
5 untidy and in bad condition
6 the small part of a cigarette left after it has been smoked
7 lavatory
8 stupid man
9 yelling
10 grab



Unemployment

1 a legal arrangement by which you borrow money from a bank to buy a property
2 when a bank takes away someone's property because they have failed to pay back the money that they borrowed from the bank to buy it
3 bad
4 makes a bad situation worse

Unemployment is the state in which a worker wants, but is unable to work. The unemployment rate is the number of unemployed workers divided by the total civilian labour force.

Unemployed people are unable to earn money to meet financial obligations, and failure to pay mortgage[1] payments or to pay rent may lead to homelessness through foreclosure[2] or eviction.

Old age, lack of qualifications and impaired[3] health are barriers to employment.

Unemployment gives rise to a number of social problems such as fall in the living standards, increase in the incidence of crime, drug addiction, and deterioration of health.

Eurostat, the statistical office of the European Union, defines unemployed people as those persons aged from 15 to 74 who are not working, have looked for work in the last four weeks and are ready to start work within two weeks. Eurostat also includes a long-term unemployment rate, defined as part of the unemployed who have been unemployed for an excess of one year.

There is considerable debate among economists as to the causes of unemployment. Some economists emphasise unemployment resulting from insufficient effective demand for goods and services in the economy. Others point to structural problems and inefficiencies inherent in labour markets.



Others focus more on rigidities imposed on the labour market from the outside, such as minimum wage laws, taxes, and other regulations that may discourage the hiring of workers.

Long-term unemployment, in particular, is a major problem for many countries and exacerbates[4] other social problems.

Unemployment becomes more intolerable as the duration lengthens. Unemployed people generally feel isolated and stigmatised and tend to lose self-esteem.

Long-term unemployed people are more likely to be unable to afford basic necessities and are often in debt.

The most developed countries have aids for the unemployed as part of the welfare state. These unemployment benefits generally include unemployment insurance, welfare, and unemployment compensation. The main aim of these programmes is to alleviate short-term hardships and to allow workers more time to search for a good job.

READING COMPREHENSION

Answer the following questions.

1. What is unemployment?
2. How is unemployment estimated?
3. Why is unemployment a social problem?
4. Who are long-term unemployed according to Eurostat?
5. What are the most common causes of unemployment?
6. How are unemployed people helped in most developed countries?

WRITING

Write sentences which have the same meaning as the following.

1. Old age, lack of qualifications and impaired health are barriers to employment.

   .....
   .....
   .....
   .....

2. There is considerable debate among economists as to the causes of unemployment.

   .....
   .....
   .....

3. Long-term unemployment, in particular, is a major problem for many countries and exacerbates other social problems.

   .....
   .....
   .....

4. The most developed countries have aids for the unemployed as part of the welfare state.

   .....
   .....

SCRAMBLED SENTENCES

The following sentences go together to form a short text on Europe and unemployment. Working in small groups put them into the right order.

EUROPEAN UNEMPLOYMENT

1. This has caused huge social problems in recent years.
2. The development of the new technologies is seen by many economists as a 'jobless growth'.
3. The majority of the economists blame factors such as technology, globalisation, and labour market rigidities.
4. The rupture of social cohesion, the marginalisation of a large part of the labour force, and the fall in living standards for a significant number of European citizens have shaken the faith in the ideal of 'social Europe'.
5. The inflexibility of the European labour market is based on high standards of working people, welfare programmes and firing costs.
6. The importing of products from developing countries with low labour costs undermines the international competitiveness of European products.
7. According to relevant research institutes, the number of unemployed in Europe is continuing to rise.

Social Exclusion

abc

1 the feeling of not being part of society
2 the group involving most people in a society
3 religious

Social exclusion relates to the alienation[1] of some people within a society. Social exclusion is a term referring not only to poverty and low income but also to some of their wider causes and consequences.

To be 'excluded from society' can take various relative senses, but social exclusion is the result of a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime, bad health and family breakdown. A person who is excluded from society is deprived of social recognition and social value, and of any possibility to claim his/her rights.

The problem of social exclusion is usually tied to the problem of equal opportunity, as some people are more subject to such exclusion than others. Marginalisation of certain groups is a problem even in many economically more developed countries, where the majority of the population enjoys considerable economic and social opportunities.

Social exclusion is often a consequence of poverty, conflict and insecurity. People are excluded by institutions that reflect and reproduce prevailing social attitudes and values, particularly those of powerful groups in society.

Exclusion is often subtle and unintentional, as when disabled people are excluded from services through a lack of awareness of their needs or by social attitudes.



Social exclusion also leads to conflict and insecurity. Excluded groups are denied a voice in political processes and feel marginalised from the mainstream[2] of their society. When social groups feel unequal and suffer, conflict is more likely to break out. Besides, social exclusion is one of the major causes of crime. Young people, in particular, who feel alienated from society and excluded from job opportunities, may turn to violence and crime as a way of feeling more powerful.

Government policies can reduce social exclusion by improving economic opportunities and access to good-quality services for excluded groups and by promoting political participation by all groups in society. Social protection – including welfare payments such as pensions and benefits – can also play an important role in reducing vulnerability and poverty.

Civil society can play an important role in helping to change attitudes. The media, in particular, can influence attitudes and behaviours. Civil society organisations, such as faith[3] groups and charities, can help excluded groups to exercise their rights and obtain redress where this is not happening.

READING COMPREHENSION

Answer the following questions.

1. What is social exclusion?
2. What happens to a person who is excluded from society?
3. Is social exclusion confined to poor countries?
4. Why is social exclusion often linked to crime?
5. What can governments do to fight social exclusion?
6. How can civil society help marginalised people?

VOCABULARY

Write sentences which have the same meaning as the following.

1. To be 'excluded from society' can take various relative senses.

.....

2. Social exclusion is often a consequence of poverty, conflict and insecurity.

.....

3. Excluded groups are denied a voice in political processes and feel marginalised from the mainstream of their society.

.....

4. Civil society can play an important role in helping to change attitudes.

.....

Social Exclusion in the Modern City

6.1 INTERACT

Social exclusion is generally concentrated in specific areas of the modern city. Living in these areas may trap people in poverty, as the local inhabitants develop a culture of despair, crime and dependency that reinforce exclusion. Poor areas are often isolated from job opportunities by lack of networks and do not have the resources to overcome poverty.

Cities in industrial areas, in particular, have always attracted many immigrants. The resultant need for more municipal services, housing, jobs, and educational facilities may overwhelm the local government and tensions among the various groups may erupt into violence.

This is what happened in New York at the end of the 19th century. The modern city, which often appears divided or fragmented from a social point of view, is not so different from the 19th century city. The industrial revolution was bringing major changes. The increasing diversity of its citizens and the desire by the newcomers to have their piece of the 'American pie' led to social and cultural upheaval. The resultant cultural shock

caused feelings of uncertainty and anxiety among the citizens. Stephen Crane's realistic and ironic writings come out of this environment.
With *Maggie: A Girl of the Streets*, Crane showed a New York inhabited by the poor, the drunken, and the desperate, people blinded by hypocrisy or driven by need, profane and corrupted. Crane considered this portrait of New York to be necessary honesty though most of his contemporaries considered it improper, even scandalous.

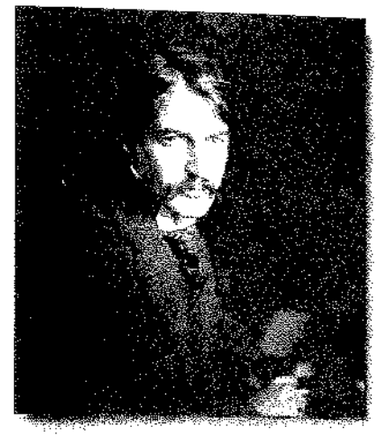
Look at the title of the passage below and say what that image evokes in your mind.

A Blossom in a Mud Puddle
(from Stephen Crane, *Maggie: A Girl of the Streets*, 1893)

The girl, Maggie, blossomed in a mud puddle. She grew to be a most rare and wonderful production of a tenement[1] district, a pretty girl.
None of the dirt of Rum Alley seemed to be in her veins. The philosophers up-stairs, down-stairs and on the same floor, puzzled over it.
When a child (...) dirt disguised her. Attired in tatters[2] and grime,[3] she went unseen.
There came a time, however, when the young men of the vicinity said: 'Dat Johnson goil is a puty good looker.'[4] About this period her brother remarked to her: 'Mag, I'll tell yeh dis! See? Yeh've edder got teh go teh hell or go teh work!'[5] Whereupon she went to work, having the feminine aversion of going to hell.
By a chance, she got a position in an establishment where they made collars and cuffs.[6] She received a stool and a machine in a room where sat twenty girls of various shades of yellow discontent. She perched on the stool and treadled[7] at her machine all day, turning out collars, the name of whose brand could be noted for its irrelevancy to anything in connection with collars. At night she returned home to her mother.
Jimmie grew large enough to take the vague position of head of the family. As incumbent of that office, he stumbled up-stairs late at night, as his father had done before him. He reeled about[8] the room, swearing at his relations, or went to sleep on the floor.
The mother had gradually arisen to that degree of fame that she could bandy[9] words with her acquaintances among the police- justices. Court-officials called her by her first name. When she appeared they pursued a course which had been theirs for months. They invariably grinned and cried out: 'Hello, Mary, you here again?' Her grey head wagged in many a court. (...)
One day the young man, Pete, who as a lad had smitten[10] the Devil's Row urchin[11] in the back of the head and put to flight the antagonists of his friend, Jimmie, strutted upon the scene. He met Jimmie one day on the street, promised to take him to a boxing match in Williamsburg, and called for him in the evening.
Maggie observed Pete.
He sat on a table in the Johnson home and dangled his checked legs with an enticing nonchalance. His hair was curled down over his forehead in an oiled bang. His rather pugged[12] nose seemed to revolt from contact with a bristling moustache of short, wire-like hairs. His blue double-breasted coat, edged with black braid, buttoned close to a red puff tie, and his patent-leather shoes looked like murder-fitted weapons.

1 a large building divided into apartments, especially in the poorer areas of a city
2 rags
3 dirt
4 'That Johnson girl is really good-looking'
5 'Maggie, I'll tell you this. You'd better go to hell or go to work'
6 ends of sleeves
7 moved a piece of metal with her foot to turn a wheel
8 walked in an unsteady way
9 *old-fashioned*, argue
10 *old-fashioned*, hit
11 poor, dirty child
12 short

Stephen Crane (1871-1900)
He was born in 1871 in New Jersey. His father was a Methodist minister while his mother was an educated and involved woman for Victorian times. As a teenager, Crane rebelled against his strict upbringing, and was sent to military school. After high school, he attended college for a year and then dropped out. He moved to New York City, where he began his career as a newspaper journalist. He learned much about big city life and his explorations of the Bowery gave him material for his first novel, *Maggie: A Girl of the Streets*, published in 1893. In 1896, Crane published his most famous work, *The Red Badge of Courage*, the novel which led him to international fame. He continued to seek adventure by reporting on conflicts in Greece and the Spanish American War. He lived his last years in England, feverishly writing articles, stories and poems to keep his creditors at bay. He died of tuberculosis in Germany, in 1900 before reaching the age of thirty.



His mannerisms stamped him as a man who had a correct sense of his personal superiority. There was valor and contempt for circumstances in the glance of his eye. He waved his hands like a man of the world, who dismisses religion and philosophy, and says 'Fudge.'[13] He had certainly seen everything and with each curl of his lip, he declared that it amounted to nothing. Maggie thought he must be a very elegant and graceful bartender.
He was telling tales to Jimmie.
Maggie watched him furtively, with half-closed eyes, lit with a vague interest.
(...)
As Jimmie and his friend exchanged tales descriptive of their prowess,[14] Maggie leaned back in the shadow. Her eyes dwelt wonderingly and rather wistfully upon Pete's face. The broken furniture, grimy walls, and general disorder and dirt of her home of a sudden appeared before her and began to take a potential aspect. (...) She looked keenly at him, occasionally, wondering if he was feeling contempt. But Pete seemed to be enveloped in reminiscence. (...)
Maggie perceived that here was the beau[15] ideal of a man. Her dim thoughts were often searching for far away lands where, as God says, the little hills sing together in the morning. Under the trees of her dream-gardens there had always walked a lover.



13 nonsense
14 great skills at doing something
15 *old-fashioned*, a woman's lover

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What did young Maggie look like?
2. Where did she grow up?
3. Did she have a family?
4. Where did she find a job?
5. Who was Pete?
6. What did Pete look like?
7. What was Maggie's reaction when she first saw Pete?

TEXT ANALYSIS

Answer the following questions.

1. What kind of narrator is employed in the novel?
2. Which characters are mentioned in the passage above?
3. Are they described in detail or not?
4. What narrative mode is prevalent?
5. What kind of language is used?

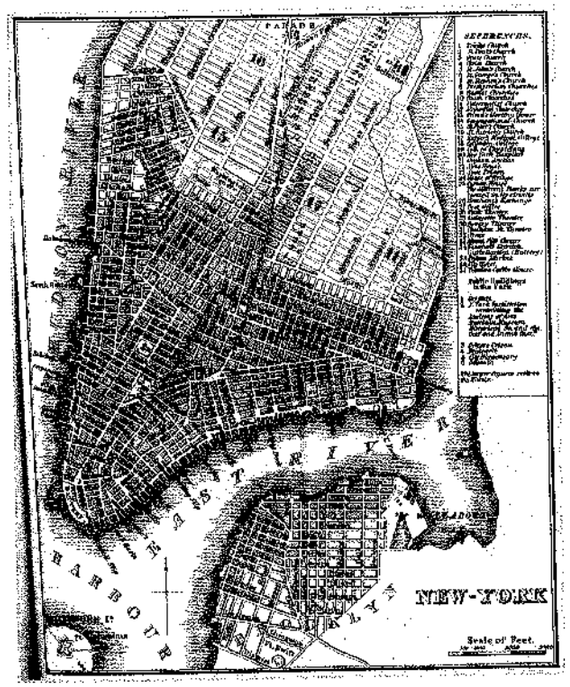
WRITING

Write a possible sequel to the passage above (about 10-15 lines).

CLOZE EXERCISE

Here is a short synopsis of the novel. Fill in the gaps with the following words: **condemn** · **alcoholics** · **child friend** · **behaviour** · **succumbs** · **slum** · **beautiful** · **prostitution** · **younger**.

Maggie is a ..... 1 who lives in the tenements of the Bowery, a ..... 2 area of New York City. Her parents are both ..... 3, and she and her two brothers suffer a violent childhood. The ..... 4 of the two boys dies, but Maggie and Jimmie survive. Maggie grows into a ..... 5 girl, somehow untouched by the squalor around her. Her brother brings home his ..... 6 Pete, who shows her some attention, she falls in love with him. She fails to see him as the uncouth braggart that he is and ..... 7 to his charms. She goes to live with him, but Pete soon gets tired of her. She tries to return home, but her mother and her brother, who ..... 8 her as a fallen woman, despite the immoral ..... 9 of both of them, turn her away. Maggie, homeless and penniless, turns to ..... 10 to make a living. As her life becomes more sad and without hope, she commits suicide. Her mother, on learning of Maggie's death, wails hypocritically that she will forgive Maggie her sins.



SOCIAL EXCLUSION IN BRITAIN

By the mid-1990s Britain had more children growing up in unemployed households than anywhere else in Europe, and the highest teenage pregnancy rate. Child poverty had trebled between 1979 and 1995; notified drug addicts quadruped in the decade to 1996, and in the early 1990s there were about 2,000 people sleeping rough in London every night.

Within a few months of coming to power in 1997, New Labour launched the social exclusion unit (SEU) in a blaze of publicity to analyse the reasons behind these trends.

The unit published a series of reports on five key issues: neighbourhood renewal; rough sleepers; teenage pregnancy; young people not in education, training or employment, and truancy and school exclusion.

The reports criticised the way central and local government had in the past failed deprived groups and areas. They found there had been poor investment in measures to prevent social exclusion and little effort to reintegrate those who had become excluded through unemployment, homelessness and so on, while deprived areas had fewer basic services such as GP surgeries.

The SEU also claimed that previous efforts and funds had been wasted because of a lack of coordination, both centrally and locally. The government then set up Whitehall units for neighbourhood renewal, rough sleepers, teenage pregnancy, and children and young people to improve joint working between departments on policy and delivery.

According to the government's own figures these units have proved effective in tackling social exclusion. Last December, homelessness tsar Louise Casey announced that the number of rough sleepers had fallen by two-thirds since 1998. Meanwhile the number of children excluded from school dropped by a third in 1999-2000, and teenage pregnancy rates fell by 7% in 1999.

However, these achievements have not gone unchallenged with homelessness charities such as the Simon Community, Crisis and Shelter questioning the reduction of rough sleepers.

But the SEU's approach is part of a wider government effort. For example, the present Prime Minister, by then Chancellor of the Exchequer, Gordon Brown, launched the social investment taskforce in 2000 to encourage private investment in not-for-profit and profit-seeking enterprises in deprived communities.

Sure Start, launched in 1998 and linking the Department for Education and Employment (now Education and Skills) and the Department of Health, is coordinating programmes to improve the health and wellbeing of pre-school children in deprived areas.

Connexions, the new youth service, offers a one-stop advice service for teenagers about education, training and employment.

But, as parliament's spending watchdog, the national audit office, has warned, Whitehall departments and local bureaucrats still have a long way to go to overcome traditional rivalries and adopt the joined-up approach championed by the SEU.

(adapted from *The Guardian*)

VOCABULARY

Match each term with the corresponding definition.

1 Household	A When students deliberately stay away from school without permission
2 Pregnancy	B A place where a doctor gives treatment
3 Truancy	C All the people who live together in one house
4 Surgery	D An organisation that gives money or help to poor or sick people
5 Charity	E The condition of a woman who has a baby growing inside her body
6 Employment	F The condition of having a paid job

WRITING

And now write a short summary of the article above.

THE WORLD OF PAINTING



Pablo Picasso, *Tragedy*, 1903, National Gallery of Art, Washington

49
50

Pablo Picasso

In Barcelona in 1899 Picasso's circle of friends included young avant-garde artists and writers who travelled between Madrid, Barcelona, and Paris.
Picasso also visited these cities and was influenced by the local culture.
His early works show the influence of such old masters as El Greco and Velázquez and of modern artists including Paul Gauguin and Henri de Toulouse-Lautrec.
Tragedy (1903) is one of a number of Picasso's blue period paintings that capture the mood of isolation and deprivation, which Picasso himself experienced as he struggled to establish himself as an artist. In addition to the cold and hunger of poverty, the work expresses the psychological suffering that the young artist experienced as a destitute foreigner in Paris.

PAINTING ANALYSIS

Look at the painting above, then answer the following questions.

1. How many people do you see?
2. What are they doing?
3. How would you describe their mood?
4. Where does the scene take place?
5. Describe the clothing each person is wearing.
6. What can you see in the background?
7. What colours do you see in the painting?
8. How would you define the general atmosphere?

grammar practice

I VERBI MODALI
CAN/COULD
MAY/MIGHT

Il verbo modale *can* ha un'unica forma per il presente (*can*) e una per il passato (*could*). Nei modi e nei tempi mancanti, esso viene sostituito da altre forme verbali.

Can viene usato per:

- esprimere abilità o capacità;
  Es. I can play the piano. → So suonare il piano.
  Can you ski? → *Sai sciare?*
- chiedere, concedere o negare un permesso in contesto informale;
  Es. Can I go out, please? → *Posso uscire, per favore?*
  You can't smoke in here. → *Non si può fumare qui dentro.*
- chiedere a qualcuno di fare qualcosa;
  Es. Can you help me? → *Puoi aiutarmi?*
- esprimere una deduzione negativa.
  Es. That woman can't be Jane. She's too tall. → *Quella donna non può essere Jane. È troppo alta.*

Could è la forma del passato remoto ma anche del condizionale presente di *can*. Viene quindi usato per fare richieste in modo più formale rispetto a *can*.

Es. Last night I couldn't sleep. → *La scorsa notte non sono riuscita a dormire.*
Could you lend me your bike? → *Potresti prestarmi la tua bici?*

Could si usa anche per esprimere una deduzione.

Es. This postcard could be from Jack. He's in Scotland now. → *Questa cartolina potrebbe essere di Jack. È in Scozia ora.*

To be able to è la forma verbale che sostituisce le forme mancanti di *can/could*.

Es. I haven't been able to phone you. → *Non sono riuscita a telefonarti.*
He won't be able to meet me tomorrow. → *Domani non potrà incontrarmi.*

Il verbo modale *may* è usato per esprimere possibilità, probabilità o improbabilità.

Es. She may arrive by the 9 o'clock train. → *Potrebbe arrivare con il treno delle 9.*

Si usa inoltre per chiedere un permesso in un contesto formale.

Es. May I go out, Miss Jones? → *Posso uscire, signorina Jones?*

Might è il condizionale di *may* e rispetto a quest'ultimo esprime un maggior grado di incertezza.

Es. I might come home late tomorrow. → *Può darsi che domani rientri tardi.*
It might rain tomorrow. → *Può darsi che piova domani.*

EXERCISE *Complete the following sentences with 'can' or 'can't'.*

1 ..... you play the violin?

2 Where are my parents? I ..... see them.

3 ..... I have a bottle of mineral water, please?

4 It is very hot in here. ..... you open the window, please?

5 I ..... go to the party tonight because my car has just broken.

6 ..... you see Denver on the map?

7 ..... I borrow your notebook, please?

8 He ..... be late again!

EXERCISE *Put 'can' or 'may' in the following sentences.*

1 ..... you use a computer?

2 You ..... use my mobile if you want.

3 ..... I open the window, Mr Brown?

4 ..... you help me in the kitchen, please?

5 The plane ..... be late.

6 She ..... be having a shower.

7 ..... you call me tonight?

8 Alison ..... be twenty.

9 Guests ..... leave their bags here.

10 It ..... happen.

EXERCISE *Put 'can', 'can't', 'could', couldn't' or 'might' in the following sentences.*

1 I ..... help you with your homework because I ..... speak French.

2 Jane ..... cook so she generally buys pre-cooked food.

3 Buses are on strike. We ..... take a taxi.

4 When John was ten years old, he ..... skate very well.

5 Excuse me, sir, ... you tell me the way to the botanical gardens?

6 I ..... go to the disco tonight. I must do my homework.

7 We ..... buy that car because it was too expensive.

8 He ..... be Alice's brother. He's too old.

9 Take an umbrella. It ..... rain.

10 I don't know yet but I ..... come back by train.

EXERCISE *Translate the following sentences into English.*

1 Può darsi che piova. Prenderò un ombrello.

.....

2 Potresti chiudere la porta, per favore?

.....

3 Jane non può uscire da sola la sera.

.....

4 Potremmo andare al cinema stasera. Cosa danno?

.....

5 L'anno scorso non ho potuto viaggiare molto perché non sono stata molto bene.

.....

6 Non so usare il computer. Potresti aiutarmi? Devo mandare una e-mail.

.....

7 Può darsi che l'anno prossimo vada in Francia.

.....

8 Sally sapeva leggere quando aveva quattro anni.

.....

9 Oggi non sono riuscita a telefonare a Sam.

.....

10 Non ci vedo bene. Puoi aiutarmi?

.....

11 Non so perché sono così stanca. Probabilmente sto lavorando troppo.

.....

12 Sai dove è Julia? Non può essere fuori. Le sue chiavi della macchina sono sul tavolo.

.....

EXERCISE *Find the mistake in each sentence.*

1 Last summer I can't go on holiday because I didn't have enough money.

.....

.....

2 We don't can play music until midnight.

.....

.....

3 We can go now?

.....

.....

4 If I pass my exams I will can go to university.

.....

.....

5 She mays be twenty years old.

.....

.....

6 When I was five I might ski very well.

.....

.....

EXERCISE *Write sentences which have the same meaning as the following using modals.*

1 Perhaps Tom is late.

Tom .....

2 It is possible that your keys are in the car.

Your keys .....

3 I'm sure Jane's brother has black hair. That boy is blond.

That boy .....

4 It's possible that Jack will help us.

Jack .....

5 Perhaps Alison will go to France but perhaps she won't.

Alison .....

6 It takes him ten minutes to go to work so it's obvious that he doesn't go on foot.

He .....

Careers in the Social Sector

MODULE 8

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- SOCIAL WORK;
- DIFFERENT TYPES OF CHILDCARE;
- ELDERLY PEOPLE'S CARE ASSISTANCE;
- HOME CARE ASSISTANCE.

YOU WILL ALSO LEARN HOW TO WRITE A *CURRICULUM VITAE*.
FINALLY YOU WILL REVISE RELATIVE PRONOUNS.



- Introduction
- Social Workers
- Childcare
- The World of Cinema
- Elderly People's Care Assistance
- Home Care Assistants
- The World of Painting

GRAMMAR PRACTICE

I pronomi relativi

WEBBOOK LIBRO MISTO CON MATERIALI ON-LINE san marco **Web Extension**

51 Meals on Wheels Saves the Day
52 Social Work Students Learn about Harm Reduction in Switzerland
53 Social Workers – Job Description
54 An Example of Preschool Lesson Plan
55 Nursery School Teachers
56 A Culture of Caring
57 The European CV Format
58 Children in Need Social Worker: Job Details
59 The World of Painting

Introduction

1 includes
2 range of activities
3 topics
4 change

51



Social care encompasses[1] virtually any occupation that helps people overcome obstacles in their life. Care provision may be needed in the early or final stages of life, or in response to specific obstacles faced as a result of physical handicaps, mental health problems or substance misuse. The sector also tends to include educational and community-based healthcare roles. To get a picture of the scope[2] of this sector, it may be useful to have a look at who the clients are. Here are some of the main groups:

- children or families who are under stress;
- people needing advice on choice of career, problems at work or the difficulties of unemployment;
- people who have problems with relationships;
- people with disabilities;
- people with emotional or psychological difficulties;
- people with financial or housing problems;
- people who have committed crimes;
- people with problems related to drugs or alcohol;
- people who need help with daily living activities;
- social groups who are disadvantaged by poverty or other forms of social exclusion.

Since social care deals with so many issues,[3] it operates in many different contexts: hospitals or health centres; educational or community settings; residential homes; advice centres; or in people's own homes. Levels of employment in the sector look likely to rise in many countries. This is mainly due to:

- increased demand for care of older people, resulting from improved healthcare and demographic considerations;
- major concerns about childcare and, especially, child protection issues;
- the shift[4] towards delivering healthcare in the community;
- a continuing focus on social inclusion.

Care workers provide support and help clients to lead an active and integrated life in society. Workers are employed in a range of services across the sector working with children, adults and older people. Many provide home care or work in residential care homes for children and adults or with people with alcohol or drug problems. As a social care worker you can work in the community, for a voluntary organisation or charity, in the private sector or with a local authority social work department.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What does social care involve?
2. Who are some of the social workers' clients?
3. Where can you find social workers?
4. Why are the levels of employment in the social sector increasing in many countries?
5. What are the main tasks of social care workers?
6. Where are social care workers generally employed?

ACTIVITIES

VOCABULARY

Find in the text the English equivalents of the following words and expressions.

1. salute mentale .....
2. disoccupazione .....
3. problemi finanziari .....
4. vita quotidiana .....
5. svantaggiati .....
6. inclusione sociale .....

READING COMPREHENSION

Read the following article and then answer the questions below.

VOLUNTARY WORK IN BRITAIN AND IRELAND

The British love a good cause. On any high street you will see people rattling tins to raise money for charitable organisations. Every week, volunteers of all ages go off to trek the Inca Trail in Peru or abseil down from their local hospital roof to raise funds for charity. Others work with disabled children or pick up rubbish in conservation areas. According to the British Institute for Volunteering Research, 22 million adults, nearly half of the population, get involved in formal volunteering each year, creating an economic value of around £40 billion.

Contrary to popular belief, many young people are keen to volunteer too, giving up their time and gaining work experience at the same time. The volunteering charity CSV found that 85 per cent of youngsters would be prepared to give one day of their time to help others.

The charitable tradition is also very strong in Ireland. Around 33 per cent of the adult population currently volunteer. Many young Irish people volunteer through the national youth development organisation.

1. How do British help others?
2. How many British adults get involved in volunteering each year?
3. Do young people like volunteering in Britain?
4. How many young people would give up one day of their time to help others?
5. How many Irish adults are involved in volunteering?

Social Workers

Social work is a profession for those with a strong desire to help improve people's lives. Social workers help people deal with their relationships and solve personal and family problems. Social workers often see clients who face a life-threatening disease or a social problem, such as inadequate housing, unemployment, a serious illness, a disability, or substance abuse. They also assist families that have serious domestic conflicts, sometimes involving child or spousal[1] abuse and provide social services in health-related settings.

1 relating to a husband or a wife



Most social workers specialise. Although some conduct research or are involved in planning or policy development, most social workers prefer an area of practice in which they interact with clients.

Child, family, and school social workers provide social services and assistance to improve the social and psychological functioning of children and their families and to maximise[2] the family well-being and academic functioning of children.

Some social workers assist single parents, arrange adoptions, or help find foster homes[3] for neglected, abandoned, or abused children. In schools, they address such problems as teenage pregnancy, misbehaviour, and truancy and advise teachers on how to cope with students' problems. Some social workers specialise in services for senior citizens, running support groups for family caregivers or for the adult children of aging parents, advising elderly people or family members about choices in areas such as housing, transportation, and long-term care, and coordinating and monitoring these services. Through employee assistance programmes, they may help workers cope with job-related pressures or with personal problems that affect the quality of their work. Child, family, and school social workers typically work for individual and family services agencies, and schools. These social workers may be known as child welfare social workers, family services social workers, child protective services social workers, occupational social workers, or gerontology social workers.

Medical and public health social workers provide people, families, or vulnerable populations with the psychosocial support needed to cope with chronic, acute, or terminal illnesses, such as Alzheimer's disease, cancer, or AIDS.

They also advise family caregivers, and help plan for patients' needs after discharge by arranging for at-home services, from **meals-on-wheels** to oxygen equipment. Some work on interdisciplinary teams that evaluate certain kinds of patients – geriatric or organ transplant patients, for example. Medical and public health social workers may work for hospitals, nursing and personal care facilities, individual and family services agencies, or local governments.

Mental health and substance abuse social workers assess and treat individuals with mental illness or substance abuse problems, including abuse of alcohol, tobacco, or other drugs. Such services include individual and group therapy, outreach,[4] crisis intervention, social rehabilitation, and training in skills of everyday living. They also may help plan for supportive services to ease patients' return to the community. Mental health and substance abuse social workers are likely to work in hospitals, substance abuse treatment centres, individual and family services agencies, or local governments. These social workers may be known as clinical social workers.

Other types of social workers include *social work planners and policymakers*, who develop programmes to address such issues as child abuse, homelessness, substance abuse, poverty, and violence. These workers research and analyze policies, programmes, and regulations. They identify social problems and suggest laws and other solutions. They may help raise funds[5] to support these programmes.

Social work is a challenging job which offers scope for initiative and the exercise of responsibility in a wide variety of situations. Like any other job it can bring frustrations but it also has its own rewards – the immeasurable satisfaction of helping people to live more fulfilled[6] lives.



Meals-on-wheels is the name for programmes that deliver meals to people at home who are unable to buy or cook their own food.

2 to increase as much as possible
3 homes that take someone else's child for a period of time

4 when someone brings help or advice to people who would not otherwise get these services easily
5 amounts of money
6 happy and satisfied

KEYWORDS

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is the main task of social workers?
2. What are the main problems social workers help people cope with?
3. What are the main fields social workers specialise in?
4. Where may social workers work?
5. What do social planners do?



VOCABULARY

Match each term with its correct definition.

1 Truancy	A The operation of transplanting an organ
2 Gerontology	B When you help someone to live a healthy and active life again
3 Caregivers	C The scientific study of old age and its effects on the body
4 Discharge	D When students deliberately stay away from school
5 Rehabilitation	E Someone who takes care of a child or a sick person
6 Transplant	F When you officially allow someone to leave the hospital

SPEAKING

Say in which field of social work you would like to specialise and why.

WRITING

Write sentences which have the same meaning as the following.

1 Social workers help people deal with their relationships and solve personal and family problems.

.....

.....

2 In schools, they address such problems as teenage pregnancy, misbehaviour, and truancy and advise teachers on how to cope with students' problems.

.....

.....

.....

3 These workers research and analyse policies, programmes, and regulations.

.....

.....

.....

4 Like any other job it can bring frustrations but it also has its own rewards.

.....

.....

.....

CLOZE EXERCISE

Read the following job description and fill in the blanks with the following words: **organisations · trainings · settings · alcohol · interviews · groups · mental · physical · hospitals · meetings.**

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SOCIAL WORKERS – JOB DESCRIPTION

Social workers work in a variety of .... 1 within a framework of relevant legislation and procedures, helping individuals, families and ..... 2 within the community. Settings include service users' homes, schools, ... 3 and other public sector and voluntary ..... 4. Most social workers work with young people and their families.

They may also work with the following groups:

- young offenders;
- people with ..... 5 health problems;
- school non-attenders;
- drug and ..... 6 abusers;
- people with learning and ..... 7 disabilities;
- the elderly.

Tasks typically involve:

- undertaking and writing up assessments (often with medical staff), which meet specified standards;
- conducting ..... 8 with service users and their families to assess and review their situation;
- offering information and counselling support to service users and their families;
- recommending and sometimes making decisions about the best course of action for a particular service user;
- participating in multidisciplinary teams and ..... 9, for example child protection, mental health;
- maintaining accurate records and preparing reports for legal action;
- giving evidence in court;
- participating in ..... 10, supervision and team meetings.

CLOZE EXERCISE

Read the following text taken from the website of ADD, an international organisation which supports disabled people, and fill in the gaps with the following words: **impairment · approach · disabled · children · opportunities · disadvantaged.**

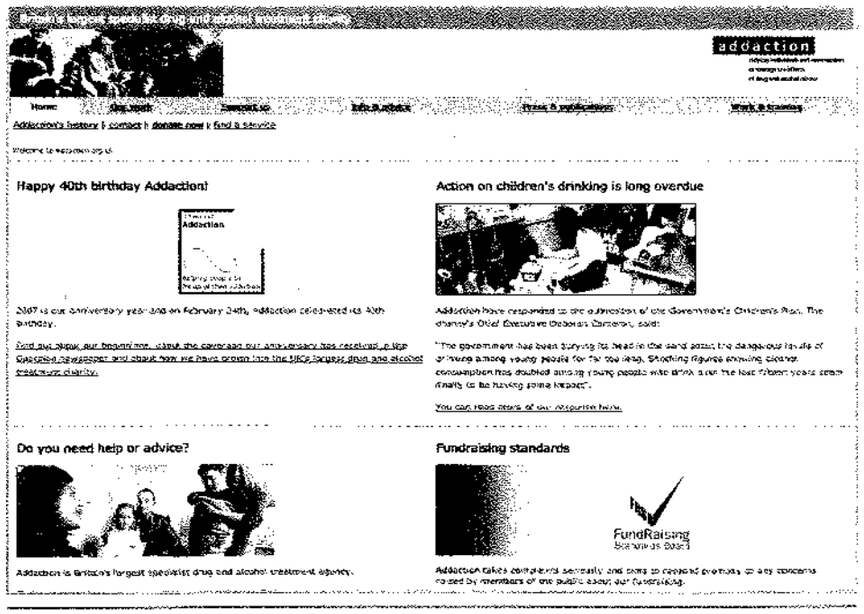
ADD-ACTION ON DISABILITY AND DEVELOPMENT

Action on Disability and Development is an international development agency, supporting organisations of ..... 1 people as they campaign for their rightful inclusion in society. ADD was established in 1985 in recognition of the fact that disabled people, especially disabled women and ..... 2, are among the poorest, most ..... 3 and socially excluded. This is particularly true in developing countries, where they are often excluded from development assistance. Since then we have directly supported over 150,000 disabled people and many more indirectly.

ADD promotes a human rights ..... 4 to development, challenging the exclusion of disabled people or disablism (disabling attitudes and environments). Fundamental to our work is the acceptance of the social model of disability i.e. that disability is the social consequence of having an ..... 5 and that society needs to change to ensure disabled people are fully included.

Disabled children and adults have a right to be included in society and development work – this ensures a better, more inclusive world.

We believe that the most effective way to bring about lasting social change that promotes equal .... 6 for disabled people is to support the development of vibrant and representative disability organisations as part of the disability rights movement. ADD's goal is to support organisations of disabled people in Africa and Asia to influence policy and practice, thereby ending social exclusion and poverty.



Childcare

There is a wide choice of childcare. Here are some of the most popular types.

Day nurseries look after and educate children from a few months old to 5 years old through play opportunities. There are different types of day care including: private, community, workplace or local authority run. Some nurseries offer after school and holiday care for children of school age. Day nurseries are staffed by qualified and experienced people and can offer either part-time or full-time day care.

Pre-schools, also known as playgroups, operate in a variety of community venues[1] and provide integrated care and education for children aged 2 to 5 years during term time. Sessions usually last 2.5 hours to 4 hours and provide a wide range of activities which offer children the opportunity to learn through play. Through well-planned play, children will develop skills such as language, listening, concentration, learning to work together and to co-operate with other children. They will also learn skills to help them with reading, writing and numbers.

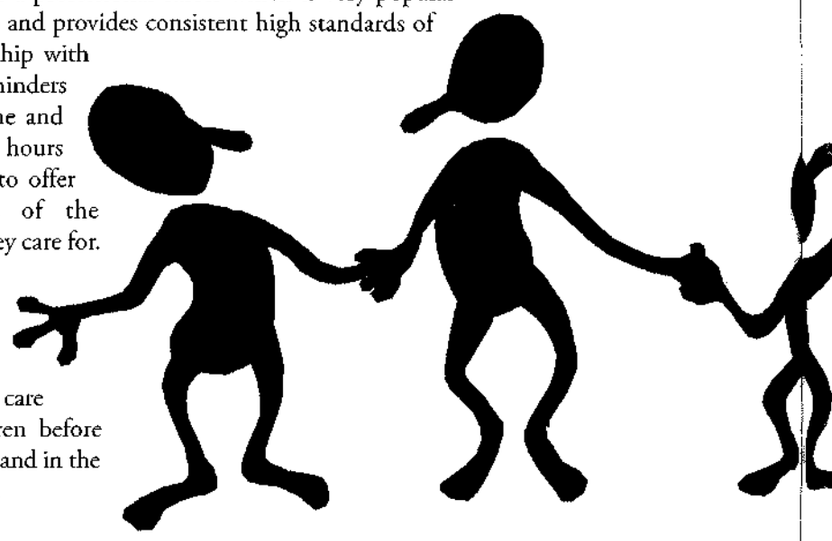
1 places

3.1 Childminders, Nursery Nurses and Nannies

A childminder is someone (other than a parent, relative, person with parental responsibility, or foster parent) looking after one or more children under 8 years of age, in their own home for over two hours a day, for reward.

Childminders provide care for babies, toddlers and school age children in the childminders' own home.

Childminding is a professional career which is very popular in Great Britain and provides consistent high standards of care in partnership with parents. Childminders work from home and can choose the hours that they wish to offer and the ages of the children that they care for. They may wish to work with young children under five years or may prefer to care for older children before and after school and in the school holidays.



Occasional crèches[1] are provided for events such as training courses or conferences. Regular crèches may be part of a shopping centre, sports facility, or work place.

The childminder's main responsibility is to provide a safe and stimulating environment for children to play in, learn and develop new skills. Some childminders specialise in looking after children with special needs, resulting from physical or learning disability. Childminding suits people who can keep calm under pressure as the work can be both physically and mentally demanding.[2] Knowledge of first aid, hygiene and nutrition is useful, and attention to safety is very important.

Nursery nurses (also called child development officers) provide care and education for children aged between birth and five years old. They plan and supervise play and work activities, to help children learn and develop. Among their tasks is supervising and helping children with activities like reading, number work, and computer activities. They stimulate the children's creativity, imagination, and general sense of discovery.

Nursery nurses need good communication skills as they work closely with parents, carers, and with other professionals like doctors, health visitors, speech therapists, social workers and child psychologists. They may have to monitor and record each child's progress and write reports to ensure that they are reaching their full potential.

Nursery nurses must have a general knowledge of children's physical, intellectual and emotional development. Besides, they must be able to plan and organise stimulating activities, including outdoor games and trips.

Nursery nurses may work in council run or private nursery schools, day nurseries, hospitals, private homes, and crèches. Nursery nurses who work in private homes are called nannies.

Nannies look after children in private homes, usually when their parents go out to work. Their duties vary depending on the age and abilities of the children they care for. For example, nannies who look after babies and very young children are responsible for dressing, feeding and changing them, and for comforting them when they are upset.

Some nannies are responsible for domestic tasks like cleaning, cooking, tidying up children's room, and sometimes washing and ironing their clothes.

1 places where babies are looked after while their parents are at work
2 needing a lot of effort and skill

clog
3 physical or mental strength

Play is very important for the child's physical, creative and imaginative development. Nannies use books, toys and other activities to stimulate the child.
Establishing a good relationship with the parents is very important. Nannies and parents should talk regularly, to make sure the child is happy and stimulated. Together, they may plan the child's diet, discuss books, activities, and the standard of behaviour that is acceptable for the child. Nannies must keep a very close watch on the children's health and safety. They must let parents know if they have noticed any changes in the child's behaviour.
Nannies must enjoy looking after babies and children. A sense of fun, stamina,[3] and energy are very useful. Patience and tolerance are very important too, and reliability is essential. Nannies should be able to stay calm under pressure and in emergencies and be able to make decisions on their own.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What are day nurseries?
2. Who works in a day nursery?
3. Which skills do children develop in pre-schools?
4. Who is a childminder and what are his/her tasks?
5. What are the main duties of nursery nurses?
6. Where do nursery nurses work?
7. Who is a nanny?
8. Which qualities should a good nanny have?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Nursery .....
2. Hygiene .....
3. Nutrition .....
4. Number work .....
5. Speech therapists .....
6. Outdoor games .....

WRITING

Write sentences which have the same meaning as the following.

1. Childminders work from home and can choose the hours that they wish to offer and the ages of the children that they care for.

.....

2. They plan and supervise play and work activities, to help children learn and develop.

.....

3. Play is very important for the child's physical, creative and imaginative development.

.....

4. Nannies should be able to stay calm under pressure and in emergencies and be able to make decisions on their own.

.....

.....

ACTIVITIES

CLOZE EXERCISE

Read the following short text on babysitting children with disabilities and fill in the blanks with the following words: **help** · **play** · **personality** · **special** · **parents** · **sign** · **sorry** · **hearing** · **feelings** · **disability.**

BABY-SITTING CHILDREN WITH DISABILITIES

If you are going to babysit children with ..... 1 needs, first of all you need to learn about the child and his/her ..... 2.
When you meet with the parents, ask what the child can do and what he needs ..... with. If you have to do special things for the child, have the ..... 3 teach you how. Skills you might have to learn include handling seizures, ... 4 language, putting on a leg brace or making sure a ..... 5 aid is on. Practice until you are sure you can do it correctly.
When you ..... 6 with the child, try not to think of him/her as just a disabled child. Children with disabilities are just kids. They have the same ..... 7 and needs. Don't do things for the child that he/she should do for himself/herself. Don't spoil him/her because you feel ..... 8 for him/her.
Watch him/her when he/she plays to see what he/she can do and what his/her ..... 9 is like. This will help you plan ways to entertain the child when you babysit.



(Adapted from *suite101.com*)

LISTENING

Childminders are very popular in Great Britain. A registered childminder – a professional carer who works in his/her own home – can provide children with care and learning opportunities in a family setting. While reading the following text about the qualifications a childminder should have, fill in the gaps.



WHAT'S A REGISTERED CHILD-MINDER?

A childminder is self-employed and has to be registered with the appropriate ..... 1 regulatory bodies. When registered, a childminder is checked for ..... 2, training, police record and ..... 3, and their home is inspected to make sure it is a safe and suitable environment for children.

After registration, a childminder is checked every one to three years to ensure they are continuing to provide a ..... 4 and suitable service.
All childminders in England and ..... 5 (although not yet in Scotland and Northern Ireland) are required to complete a basic registration course,

ACTIVITIES

including first ..... 6 training. They may also have other childcare qualifications (e.g. an NVQ in Early Years Care and Education, a vocational qualification at Level 3).

Ages covered

A childminder may look after children of any ..... 7 from babies to teenagers, but registration regulations only apply to care provided for children under the age of eight.

Government regulations stipulate that a childminder is allowed to look after ..... 8 children under the age of eight (under 12 in Scotland and Northern Ireland). Of those six, no more than ..... 9 should be under the age of five; of those three, no more than .... 10 should be under the age of one (exceptions are made for siblings).

Any care for children over the age of eight should not be allowed to adversely affect the care provided for children under eight.

Typical costs

You will need to agree a contract with your childminder to cover hours, ... 11, overtime and so on. As self-employed people, childminders have the right to agree their own ..... 12. Fees vary from area to area but expect to pay:

- in England and Wales, anything from £ 3 to £ .... 13 an hour;
- in Scotland, an average of around £ 2.45 an hour, rising to a maximum of around £ ..... 14 an hour;
- in ..... 15 Ireland, a recommended minimum rate of £ 2.30 an hour, rising to a maximum of around £ 3.50 an hour.

How to find a childminder

Contact *ChildcareLink*, a Government service that provides information and advice on childcare. Website: ..... 16.

(Adapted from *bbc.co.uk*)



Nursery Nurses and Play

3.2

Nursery nurses not only care for children's physical needs but also organise play activities that will stimulate and promote children's learning and development. Nursery nurses are trained to stimulate children's imagination by encouraging them to play. Creative play is an important learning tool through which children discover and learn about the world.

The poem *Nurse's Song* evidences William Blake's pleasure in the play of children. The poem is a conversation between a group of children and their nurse. The message the author wants to convey to the reader is that children should be left to the natural cycle of day and night rather than being subjected to the unnatural laws enforced by man.

54

Nurse's Song
(from William Blake, *Songs of Innocence*, 1789)

When the voices of children are heard on the green
And laughing is heard on the hill,
My heart is at rest within my breast
And everything else is still.[1]

'Then come home my children, the sun is gone down
And the dews of the night arise;
Come, come, leave off play, and let us away
Till the morning appears in the skies.'

'No, no, let us play, for it is yet day
And we cannot go to sleep;
Besides, in the sky, the little birds fly
And the hills are all covered with sheep.'

'Well, well, go & play till the light fades away[2]
And the go home to bed.'
The little ones leaped[3] & shouted & laugh'd
And all the hills echoed.



Did you have a private nurse when you were a child or did you go to a nursery school? What do you remember of those years?

abc

1 quiet
2 gradually disappears
3 jumped

William Blake (1757-1827)
He was born in London in 1757. He had no formal early education, but studied drawing before being apprenticed to a famous engraver, James Basire. Throughout his life he made his living as an engraver. Though we know very little about his life, we know that he was a Christian in the Dissenting tradition and that politically he was a radical, sympathetic to the American and French Revolution. He wrote both lyrics and prophecies. The most important lyrics are the *Songs of Innocence* and the *Songs of Experience* (1789 and 1794), in which he explored the themes of innocence connected to childhood and nature, and that of experience which he identified with adult life and the inhumanity of urban life. He died in 1827.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Who speaks in the first stanza?
2. What are the children doing?
3. What is the nurse's mood like in the first stanza?
4. What does the nurse say in the second stanza?
5. What do children answer in the third stanza?
6. What time of the day is it?
7. What can children still see?
8. What does the nurse say in the last stanza?

TEXT ANALYSIS

Answer the following questions.

1. How many stanzas are there in the poem?
2. Is a rhyme-scheme employed?
3. Are there any other phonological devices?
4. Which senses are foregrounded in the poem? Make examples from the text.

SPEAKING

Though it is late evening, the children can still see the 'little birds fly' and the sheep on the hills. How do you think this is possible?

Margaret Donnelly is a nursery school teacher in a school which educates children from birth to eight years old and has a staff/children ratio of one to five. Read her interview and then do the activities below.

'I LIKE WATCHING THE CHILDREN PROGRESS'

What does your work involve?
I teach classes of children between two-and-a-half and four-and-a-half years old. There are about 22 children in each classroom. We teach various subjects in a flexible way, because of the children's young age. These include numbers, letters, refining senses, cultural aspects of the world and life skills, using items and pictures relevant to the subjects. An area of the classroom is devoted to each subject and the children choose what they want to work on each day.

Do you have any regular routines?
Yes, there are routines to follow. The children arrive at 9.30 am and classroom work is until lunch at 12.00. From 1.00 pm to 3.00 pm they do crafts or outdoor activities and sports. I'm deputy head, so I have to organise times when I meet parents and answer any questions, write reports and do lesson plans. I sometimes organise outside trips to interesting places nearby.

How did you get into the work?
When I left school, I took a year out and travelled to South Africa to do work experience in a Montessori school. This helped me decide to focus on children when I came back to university for my psychology degree.

What personal qualities do you need?
Our working environment is very lively, busy and often noisy, so it's important to be a calm, patient person. You must be able to concentrate on an individual child at times, even when the others in the class need your attention too. You obviously need to love children and be able to talk to them at their level.

What are the main challenges?
The main challenge is to balance all the different needs of the children in your class at one time. It can get a bit hectic.[1] Balancing work with life outside school can also be a challenge, as I often take work home with me, to do things like lesson planning or reports on observations of the children's activities.

What do you like best?
I like watching the children progress. They come to you very young, with basic skills, and gradually learn more and do more complicated activities. It's lovely to see the children happy and enjoying their time here.

What are your plans for the future?
I'm soon starting work on my international Montessori diploma, which will qualify me to work in their schools worldwide.[2] It's possible I might live and work abroad again sometime in the future.

1 very busy
2 all over the world

READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1. Margaret teaches classes of about 30 pupils. T ☐ F ☐
2. The teacher decides which subjects to teach every day. T ☐ F ☐
3. School starts at 9.30. T ☐ F ☐
4. Children play from 2.00 to 3.00 pm. T ☐ F ☐
5. Margaret has to write reports too. T ☐ F ☐
6. Margaret got a degree in psychology. T ☐ F ☐
7. Margaret works in a very quiet environment. T ☐ F ☐
8. Being able to communicate with children is an essential quality for a nursery teacher. T ☐ F ☐
9. Margaret never takes her work home. T ☐ F ☐
10. Margaret would like to work abroad again in the future. T ☐ F ☐

WRITING

Would you like to work as a nursery teacher? Why/why not? Try to write a list of pros and cons.



EXTENSION

CLOZE EXERCISE

What are the main tasks of a nursery school teacher?
While reading the following job description fill in the blanks with the following words: **creative ◦ progress ◦ environment ◦ visual ◦ goals ◦ understanding ◦ curriculum ◦ indoor ◦ primary ◦ development ◦ safety ◦ lesson ◦ pupils ◦ experiences ◦ training.**

55

NURSERY SCHOOL TEACHER

Job description

Nursery school teachers foster and develop the abilities, social skills and ..... 1 of children aged three to five years old. In particular, they prepare children for a successful transition to .... 2 school education.

Nursery school teachers develop and implement work schemes and ..... 3 plans in line with the requirements of the foundation stage. They organise and develop the nursery learning ..... 4 and resources in order to facilitate the learning process. They establish relationships with ..... 5 to facilitate their learning and develop relationships with parents to further support pupils. They also assess and maintain records of ..... 6.

Typical work activities

Typical activities include:

- teaching all areas of the foundation stage;
- helping children achieve early learning 7;
- interacting with children to foster enthusiasm for learning;
- planning the ..... 8 and outdoor environment in order to provide a positive context for learning and teaching;
- planning challenging but achievable ..... 9 and activities;
- devising and producing ..... 10 aids and teaching resources;
- meeting requirements for the observation, assessment and recording of children's 11;
- sharing knowledge gained with other practitioners and parents;
- using ..... 12 and practical skills to prepare learning materials;
- attending in-service 13;
- ensuring the health and ..... 14 of children (staff is maintained during all activities, both inside and outside the nursery);
- keeping up to date with changes in the ..... 15 and developments in best practice.

LEARNING

What is a Musical Film?

The musical film is a film genre in which several songs sung by the characters are interwoven into[1] the narrative.

The songs are used to advance the plot or develop the film's characters. A subgenre of the musical film is the musical comedy, which includes a strong element of humour as well as the usual music, dancing and storyline.

The art of telling stories either through or with songs dates back to ancient times.

The ancient Greeks, for example, included music and dance in their play as early as the 5th century BC.

In 1928, Warner Brothers released the first all-talking feature[2] *Lights of New York* (1928) which included a musical sequence in a night club. The enthusiasm of audiences was so great that in less than a year all the major studios were making sound pictures exclusively. The first movie that could be said to be a musical was *The Broadway Melody*, which was a smash hit[3] and won the Academy Award for Best Picture for 1929. There was a rush by the studios to hire talent from the stage to star in lavishly[4] filmed versions of Broadway hit.



Fred Astaire and Ginger Rogers.

Musical stars such as Fred Astaire and Ginger Rogers were among the most popular and highly respected personalities in Hollywood during the classical era; the Fred and Ginger pairing was particularly successful, resulting in a number of classic films, such as *Top Hat* (1935), *Swing Time* (1936) and *Carefree* (1938).

Since the 1950s, the musical film has declined in popularity. One reason was the change in culture to rock n' roll and the freedom and youth associated with it. Elvis Presley made a few movies that have been equated with the old musicals in terms of form. Most of the musical films of the 1950s and 1960s, e.g. *Oklahoma!* and *The Sound of Music*, were straightforward adaptations or restagings of successful stage productions.

In the early 2000s, the musical film began to rise in popularity once more, with new works such as *Moulin Rouge!* and *Across the Universe (film)*; film remakes of stage shows, such as *Chicago*, *The Phantom of the Opera*, *Rent*, and *Dreamgirls*; and even film versions of stage shows that were themselves based on non-musical films, such as *The Producers*, *Hairspray* and *Sweeney Todd.*

(Adapted from *Wikipedia*)

eLOG

1 combined with
2 film
3 very successful film
4 in an impressive and expensive way

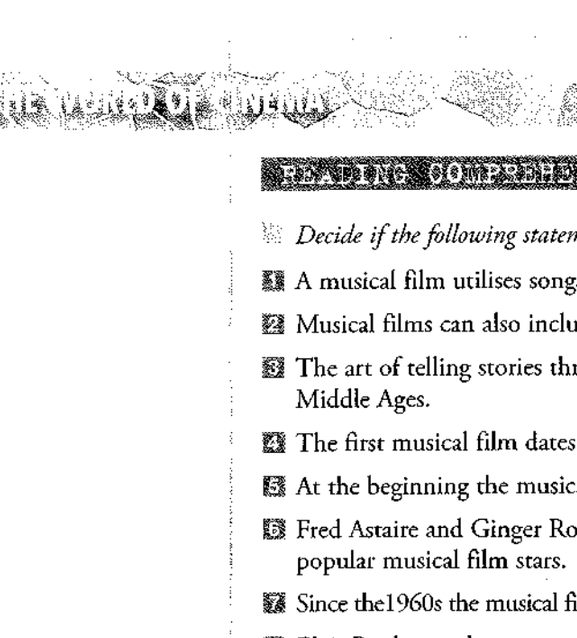
READING COMPREHENSION

Decide if the following statements are true or false and correct the false ones.

1. A musical film utilises songs as well as dialogue. T ❑ F ❑
2. Musical films can also include a strong element of humour. T ❑ F ❑
3. The art of telling stories through songs dates back to the Middle Ages. T ❑ F ❑
4. The first musical film dates back to the 1920s. T ❑ F ❑
5. At the beginning the musical genre was not successful. T ❑ F ❑
6. Fred Astaire and Ginger Rogers were among the most popular musical film stars. T ❑ F ❑
7. Since the1960s the musical film has become less and less popular. T ❑ F ❑
8. Elvis Presley made some traditional musical films. T ❑ F ❑

WRITING

Have you ever seen a musical film? If so, write a brief synopsis.



Mary Poppins

Mary Poppins *is a 1964 American musical film produced by Walt Disney, and based on the* Mary Poppins *series of children's books written by P.L. Travers and illustrated by Mary Shepard. Here is a brief synopsis of the film.*

Growing up in London in 1910, the Banks children, Jane and Michael, need a nanny. Their father advertises conventionally for a nanny, but the kids write their own advertisement to put in *The Times,* asking for someone with kindness and imagination. Mary Poppins answers the children's ad by arriving at the Banks' home from the skies, parachuting down with her umbrella. She immediately endears herself[1] to the children.

After their fun tidying up the nursery, the next day they meet Mary's old friend Bert, currently employed as a sidewalk artist. Mary, Bert, and the children hop into one of Bert's chalk drawings.

Unfortunately for Jane and Michael, the outing in the chalk pavement picture is brought to an end by a sudden thunderstorm. Upon returning home, they prepare for the worst: 'Children who get their feet wet must learn to take their medicine,' Mary Poppins tells them. But no spoonful of sugar is necessary to make this medicine go down.

Mary Poppins even joins a horse race, and upon winning it, is interviewed about how such an accomplishment makes her feel.

Her answer? 'Supercalifragilisticexpialidocious!'

Later, Jane and Michael pay visit to Bert's Uncle Albert, who laughs so hard that he floats to the ceiling. Though Mr Banks is pleased[2] that their children are behaving better, he is not happy with their fantastic stories. To show the children what the real world is like, he takes them to the bank where he works. A series of disasters follow which result in his being fired[3] from his job. Mary Poppins' role in all this leads to some moments when it is possible to fear that all her good work will be undone, but like the magical being she is, all her 'mistakes' lead to a happy result by the end of the film.

Mary Poppins was played by Julie Andrews.

The film was very popular with the public, and Andrews won a Best Actress Oscar award for her role.



READING COMPREHENSION

Answer the following questions.

1. Who are the main characters of the musical *Mary Poppins*?
2. How does Mary Poppins arrive at the Banks' home?
3. Who is Bert?
4. What does Bert do?
5. Why does Mr Banks decide to take his children to the bank where he works?
6. Why is Mr Banks fired?
7. How would you define Mary's personality?
8. Who starred as Mary Poppins?

SPEAKING

Do you think Mary Poppins is a good nanny? Why/why not?

1 makes herself popular and liked
2 glad
3 sacked

WRITING

This song is the ad that the Banks children write to put in the Times asking for what they consider the 'perfect nanny'. Read it carefully and then translate it into Italian.

The Perfect Nanny

Jane Banks:
[Spoken]
Wanted a nanny for two adorable children

[Sung]
If you want this choice position
Have a cheery disposition
Rosy cheeks, no warts!
Play games, all sort

You must be kind, you must be witty
Very sweet and fairly pretty
Take us on outings, give us treats
Sing songs, bring sweets

Never be cross or cruel
Never give us castor oil or gruel
Love us as a son and daughter
And never smell of barley water

If you won't scold and dominate us
We will never give you cause to hate us

We won't hide your spectacles
So you can't see
Put toads in your bed
Or pepper in your tea
Hurry, Nanny!
Many thanks
Sincerely,

Jane and Michael Banks:
Jane and Michael Banks.



SPEAKING

The following are some memorable quotations from the film. Can you explain their meaning in your own words?

- 'Practically perfect people never permit sentiment to muddle their thinking.' *Mary Poppins.*
- 'Kindly do not attempt to cloud the issue with facts.' *Mr Banks.*
- 'Sacked! Certainly not! I am never sacked.' *Mary Poppins.*
- 'I'm sure I haven't the faintest idea what you're talking about.' *Mary Poppins.*

Elderly People's Care Assistance

1 weak
2 dangers

Care assistants provide basic personal care, social care and emotional support to elderly people who need help with day-to-day tasks.
Care assistants may work in hospitals, day centres and residential homes for elderly people and are generally part of a team of professionals such as doctors, nurses, social workers, and therapists.
Their role is to enable elderly people to keep as much independence as possible and to be as socially and physically active as they can.
The type of care that assistants provide depends on the age, ability, health and level of self-sufficiency of the elderly people they look after.
In residential homes for elderly people, some residents can be very frail,[1] ill or confused.
Here basic care could mean helping someone to wash or have a bath, dress, eat, take medicines, go to the toilet and generally get around.
Wherever they work, however, care assistants try to help people to keep as much independence and quality of life as they can and to preserve their sense of dignity. It is essential that care assistants develop friendly, caring and trusting relationships with the people they care for. They must talk to them, listen to their recollection of the past, and reassure them if they are anxious or confused.



In hospitals, homes and day centres, care assistants are responsible for the health and safety of residents. They prevent and report hazards[2] like slippery floors, poor lighting, loose carpets and handrails, and unsafe electrical appliances. Besides, care assistants must be aware of any changes in an individual's physical or mental health, such as pain, loss of mobility, poor hearing or sight, depression or anxiety. Care assistants report their observations to a care officer in charge. Planning and supervising social and recreational activities are often among the assistants' duties too.
Elderly people's care assistants must have an understanding of the social and emotional needs of elderly people. Patience, compassion, and tact are other essential qualities. Strong communication and interpersonal skills are necessary to develop caring, trusting relationships with elderly people.

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ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What are the main tasks of elderly people's care assistants?
2. Where do care assistants generally work?
3. What type of care assistance do they generally provide to people who are staying in residential homes?
4. What kind of relationship do care assistants have to develop with the people they care for?
5. To what extent are care assistants responsible for the safety of hospital and home residents?
6. Which qualities are essential to become a good elderly people's care assistant?

VOCABULARY

Find in the text the English equivalents of the following Italian words and expressions.

1. sostegno emotivo .....
2. autosufficienza .....
3. fare un bagno .....
.....
4. ansioso .....
5. illuminazione insufficiente .....
.....
6. attività ricreative .....
.....

CLOZE EXERCISE

Read the following short text on nursing homes and fill in the gaps with the following words: **residents · serious · impersonal · autonomy · role · end · businesses · fears.**

Many people feel that nursing homes are ..... 1 institutions that offer little hope to people suffering from late-life illnesses.
It is natural to associate nursing homes with poor health and the ..... 2 of life. Yet it is also easy to understand that we should not blame nursing homes for our ..... 3 about aging and illnesses. Some facilities offer excellent care and have some dedicated employees who truly care about the ..... 4.
Besides, more and more nursing homes are trying to reduce institutional characteristics, creating more opportunities for residents' ..... 5, privacy and dignity.
Nursing homes play a vital caregiving .... 6 for many people. As medical advances enable us to survive ..... 7 illnesses and our mobile society pulls families apart, we are increasingly dependent on health .... 8 like nursing homes to deliver needed care.



Nursing Homes and Family Involvement

4.1

Nursing homes serve an increasingly fragile population. Many residents suffer from serious illnesses that require sophisticated medical and nursing treatments.
For this reason, visiting a nursing home can be a daunting[1] experience for family members, who often feel frustrated and exhausted after the visit.
Nevertheless research supports that family involvement during a nursing home stay can help ensure that the facility provides quality care. Visits from family members, in particular, can be important support for a resident's emotional well-being and can help assure families about the quality care residents receive.
In the poem *The Needle*, Jane Kenyon describes her discomfort at visiting her grandmother who is staying in a nursing home. The old woman's physical and mental decay arouses a sense of frustration and impotence in the mind of the poet who cannot find a way to communicate with her grandmother.

1 frightening in a way that makes you feel less confident

**Have you ever visited a nursing home?
If so, what was your reaction?**

The Needle
(from Jane Kenyon, *Otherwise: New and Selected Poems*, 1995)

Grandmother, you are as pale
as Christ's hands on the wall above you.
When you close your eyes you are all
white – hair, skin, gown. I blink[1]
to find you again in the bed.

I remember once you told me
you weighed a hundred and twenty-three,[2]
the day you married Grandfather.
You had handsome legs. He watched you
working at the sink.

The soft ring is loose on your hand.
I hated coming here.
I know you can't understand me.
I'll try again,
like the young nurse with the needle.

1 shut and open one's eyes quickly
2 the weight is in pounds and corresponds to about 55 kilograms



Jane Kenyon (1947-1995)
She is considered one of America's best contemporary poets. She lived with her husband, Donald Hall, in Wilmot, New Hampshire, until her death in 1995.
Her collection *Otherwise: New and Selected Poems*, published just after her death in 1995, has been a favourite among readers, with over 60,000 copies in print, and is a contemporary classic.
Her previous volumes include ***From Room to Room***, *The Boat of Quiet Hours*, ***Let Evening Come***, and ***Constance***.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What does the speaking voice describe in the first stanza?
2. When is the second stanza set?
3. What did the poet's grandmother look like when she was young?
4. Why do you think the speaking voice talks about her grandmother's youth?
5. Why can't the grandmother understand her granddaughter?
6. What is the granddaughter's mood?
7. What does the line 'The soft ring is loose on your hand' hint at?
8. Can you find any rhetorical figures in the poem?
9. What is the needle a symbol of in your own opinion?
10. What is the general atmosphere like?

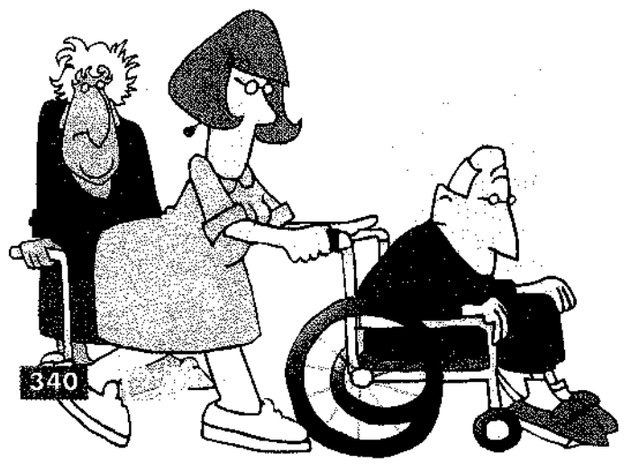
WRITING

And now sum up the content of the poem.

ROLE-PLAYING

Imagine you are the poet and tell the rest of the class what you felt when you went to visit your grandmother.

Home Care Assistants



Home care assistants work with people who, perhaps, through illness, a physical disability, mental health problems, or a problem related to old age, need support to cope with their own home.

Home care assistants help their clients to do everyday tasks such as washing, getting dressed and preparing meals, but, at the same time, they aim at keeping their clients' independence, self-sufficiency and quality of life.

Home care assistants help a wide variety of people, such as elderly people who are frail or have Alzheimer's disease, people who are

partially sighted or blind, people with mental health problems or physical disabilities. As well as helping with physical tasks, home care assistants provide emotional and social support to people who would otherwise feel lonely and isolated, and they often develop trust and friendship with the people they look after.

People who want to become home care assistants must like working with people, and have a caring nature. Through patience, kindness and encouragement, they must be able to ease people's embarrassment when they help them with such personal tasks as washing and using the toilet.

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ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Who do home care assistants work with?
2. What are home care assistants' main tasks?
3. Do home care assistants only help with physical tasks?
4. Which qualities are essential for a good home care assistant?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Mental health problems .....
2. Self-sufficiency .....
3. Blind .....
4. Physical tasks .....
5. Lonely .....
6. Kindness .....

FIND THE TOPIC

Read the following newspaper article and match each of the subtitles below with the corresponding section.

A. The day centre at Mariner Road
B. A day in the life of the centre
C. Begum's plans for the future
D. A nursing home as a fun place
E. Volunteering has changed Janey's mind about old people
F. The idea of involving young people was very successful
G. Bond's pride
H. Bond's approach involved young people
I. The home residents' reaction

AGE IS NO BARRIER

1 .....

This time last year, Janey Begum, who is 16, didn't think much of older people. 'I thought they were boring, that all they do is sit around,' she says. That was before she started volunteering at a day centre for older people near her home in Newham, east London, which changed her perceptions. 'I really enjoyed it,' she says. 'They told me interesting stories and lots of stuff[1] I didn't know. Now I can see they are very active. It changed my mind.'

2 .....

Begum did her two-week placement[2] during a half-term holiday at Mariner Road, a centre that offers day care to 35 older people ranging in age from 60 to 101. All have been referred by their GP[3] or a member of their family because they have mobility or mental health problems, terminal illnesses or disabilities.

clue

1 things
2 a job, usually as a part of a course of study, which gives you experience of a particular type of work
3 General Practitioner, a doctor trained in general medicine

ACTIVITIES

Most live alone at home. 'Ninety per cent would be completely housebound[4] if it weren't for the day centre,' explains Marianne Bond, the day centre manager.

.....

It was Bond's idea to get young people involved. She has worked with older people in Newham for 29 years and knows she won't be able to keep going for ever. 'I came into this very young,' she says. 'But there's not that many young people coming into the field and certainly not local young people. I realised we needed to start investing. I will be 54 next birthday and I'll retire at 60. I don't want all this magnificent work end up in the hands of somebody who's not as passionate about it as I am.'

.....

Her solution was to try to get young people interested in volunteering at Mariner Road and the Arragon Road centre, which she also manages. She came up with the idea of making a short film about a day in the life of the centre and first showed it a year ago at Sarah Bonnell School, Newham, where she knew one of the teachers. 'I wanted to make it fun,' she says. 'None of these kids knew what was on their doorstep and I wanted to show them.'

.....

At the end of the first session she had 30 requests for placements and since then more than 80 14- and 15-year-olds have completed work placements in which they shadow staff and generally help out. The reaction from both old and young has been positive. 'I think it's wonderful,' says Marjorie Helps, 90, a former mayor of Newham who attends the centre three times a week. 'Marianne was right when she said youngsters would want to get involved. They like volunteering, they like doing things.'

.....

Joyce Onwu, 72, says having younger people around 'helps keep you happy' while Alfred Taylor, 80, says: 'It gives you a lift and takes you out of the present day and up to the future'. Chris Opuasain, 71, who plays dominoes every day, says he has enjoyed passing on his knowledge. 'Some of them know how to play it, but they don't beat us - we've been playing since we were small boys!' he says gleefully.

.....

Bhavika Tailor, who did her placement at the same time as her friend Begum, is similarly complimentary. 'Most of the elderly people I had seen on buses and in the street are grumpy[5] and not active but it changed my view of them completely,' she says. 'They are just like us. They like to do new things and take chances.' The pair, with another friend, now return every school holiday to help out with activities such as bingo and sing-alongs and paint the women's nails. 'I like going back because it's such a fun place,' says Tailor.

.....

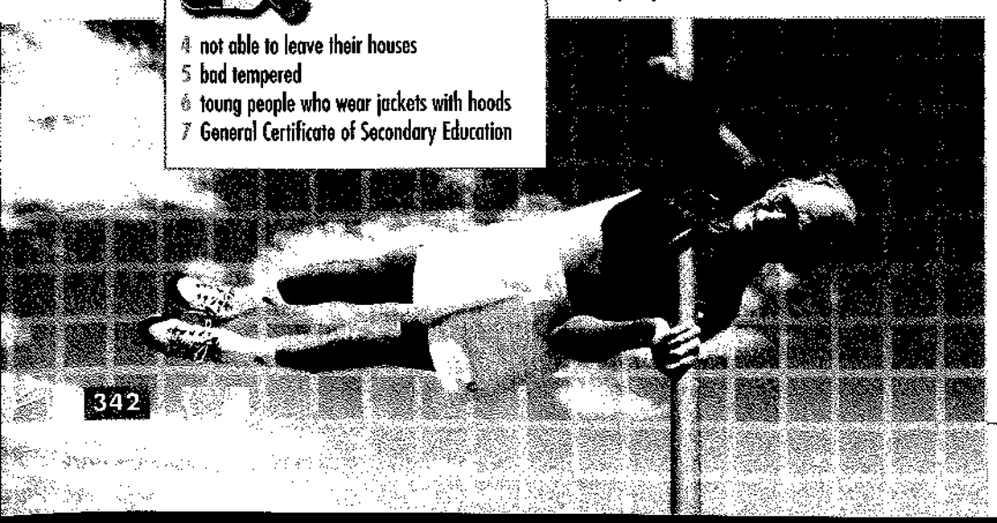
Bond, who now works with every school in Newham and some in neighbouring Redbridge, is proud of what she has achieved. 'So many young people are frightened of old people and feel they have nothing to offer and so many older people think young people are just hoodies[6] and good for nothing,' she says. 'This helps break down those barriers.' She says around 40% of those who have done placements are now seriously interested in a career in social care.

.....

For Begum, the placement has changed what she wants to do with her life. Currently sitting her GCSEs[7], she is planning to start a BTEC in social care next year and go on to work with older people. 'I used to want to work with children,' she says. 'But older people have different problems and it's good to learn about them. Old people probably think youngsters don't really care but we are all different.'

(Adapted from *The Guardian*)

4 not able to leave their houses
5 bad tempered
6 young people who wear jackets with hoods
7 General Certificate of Secondary Education



ACTIVITIES

THE LANGUAGE CORNER

WRITING A CURRICULUM VITAE (CV)

If you are looking for a job, then you should offer yourself to an employer in the best way. This is done by writing a CV, that is a sort of 'advert' to offer yourself to an employer.

You should send a CV to a particular company when they ask for one in a job advertisement, or when you are enquiring if any jobs are available. Do not forget that the purpose of your CV is to make you worth considering and so receive a job interview.

For this reason a CV should be well laid out. Use a word processor or, at least a typewriter. Do not use many different font types and sizes and check that the spelling is correct. You can use 'bullets' to start sub-sections or lists.

Before writing consider how your skills, education, and experience compare with the skills that the job requires. If you do not have enough information about the job description, ask for more details. Finally, be honest in the information you give.

WHAT TO INCLUDE

- **Personal Details** – Name, home address, phone number, e-mail address, date of birth, marital status.
- **Education** – Give places of education where you have studied – most recent education first. Include any special project, thesis, or dissertation work.
- **Work Experience** – List your most recent experience first. Give the name of your employer, job title, and what you actually did and achieved in that job. Part-time work should be included as well.
- **Interests** – Your potential employer will be particularly interested in activities where you have had leadership or responsibility, or which have involved you in relating to others in a team. If you have been involved in any type of volunteer work, do give details.
- **Skills** – Ability in foreign languages, computing experience, or possession of a driving licence should be mentioned.
- **References** – Usually give two names: one from your place of study, and one from any work situation you have had. Make sure that referees are willing to give you a reference. Give their phone numbers if possible.

LENGTH

Maybe all you need to say will fit onto one sheet of A4. In any case, do not go longer than two sheets. Put page numbers at the bottom of the pages.

STYLE

There are two main styles of CV, with variations within them.

- **Chronological** – Information is included under general headings – education, work experience, etc., with the most recent events first.
- **Skill-based** – You think through the necessary skills needed for the job you are applying for. Then you list all your personal details under these skill headings.

COVERING LETTER

When sending a CV or job application, you must include a covering letter. The purpose of this letter is to make sure that the CV arrives on the desk of the right person and to persuade him/her to read your CV. That is why the letter must be relevant to the company, interesting, and well written.

In the covering letter you should explain why you want that particular job with that particular employer. Draw attention to one or two key points in the CV which you feel make you suited to that particular job with that particular employer.

Also mention when you are available for an interview. Ending your letter with a request for specific extra information may give a positive response.

ACTIVITIES

Now read the following Curriculum Vitae ...

CURRICULUM VITAE

PERSONAL DETAILS

Name: Maria Adele Dal Ponte
Address: Viale Garibaldi 64, 19100 La Spezia, Italy
Telephone: 0187/44567897
E-mail address: maria-adele@postmail.org
Date of birth: 11TH March 1983
Nationality: Italian
Marital status: Single

EDUCATION

1998-2002: Istituto Professionale dei Servizi Sociali
2001 PET examination (passed with merit)

WORK EXPERIENCE

2003 present: Giro Girotondo Nursery School, La Spezia.
2002 (*summer*): I worked as Miniclub manager for Sun Travelling in various Spanish seaside resorts.

SKILLS

I can use the computer.
I can speak English rather well.
I have a good knowledge of Spanish.
I have got a driving licence.

INTERESTS

Travel, tennis, swimming, and reading.

REFERENCES

Ms Marina Centrelli
c/o Giro Girotondo Nursery School
Piazza Manin, 18 bis
19100 La Spezia.

ACTIVITIES

... and now write your own Curriculum Vitae.

CURRICULUM VITAE

PERSONAL DETAILS

Name: .....
Address: .....
Telephone: .....
E-mail address: .....
Date of birth: .....
Nationality: .....
Marital status: .....

EDUCATION

.....
.....
.....

WORK EXPERIENCE

.....
.....

SKILLS

.....
.....
.....
.....

INTERESTS

.....

REFERENCES

.....
.....
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.....
.....
.....

58

ACTIVITIES

READING COMPREHENSION

Read the following job advertisements and then do the activities below.

Qualified Social Worker - Fostering Service Manager, Southall, London.

Key Facts
Job Location: Southall, London
Job Role: Qualified Social Worker – Fostering Service Manager
Client Group: Fostering
Salary: Competitive
Job Type: Temp
Essential Experience and Qualifications: At least 2 year's post qualification experience, 1 year's management experience, children and family experience, car driver essential.

Job Description
To manage a team of 20 people in the fostering project for an independent fostering management service. You will be interviewing and managing potential foster carers and should have previous experience in this. You will need to be an extrovert and team orientated and used to working with ethnic minorities.

Residential Childcare Manager

Ref no: IJ-JO70273W
Title: Residential Childcare Manager
Date last updated by recruiter: 07/11/2009
Location: Wexford, Wicklow, Waterford, Ireland
Job type: Permanent Full-time
Salary: £ 55,000 - £ 65,000
Additional benefits:
Compressed hours
Educational assistance
Expenses
Paid Holidays
Parking
Minimum experience required: 4 - 5 Years
Qualifications: Professional Qualification
Contact: Brian Murray

Head of Service, Children with Learning and Physical Disabilities - Slough.

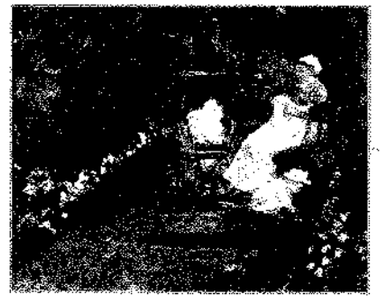
Key Facts
Job Location: Slough
Job Role: Head of Service
Client Group: Children with Learning and Physical Disabilities
Salary: £ 44,895 – £ 56,265
Job Type: Permanent
Essential Experience and Qualifications: Special educational needs experience essential. Prior experience at similar level is also essential.

Job Description
This role includes management of the operational team, implementing new initiatives, developing local authority and trust policies and business planning.

1 Is the position of qualified social worker permanent?
2 Do you need any experience to apply for the position of qualified social worker?
3 Is a driving license necessary to work as a qualified social worker?
4 What are the main tasks of the qualified social worker?
5 Which personal qualities are required for the social worker role?
6 Where is a residential childcare manager required?
7 Which qualification is required for the position of residential childcare manager?
8 Is experience necessary for the position of childcare manager?
9 Which position is required in Slough?
10 What are the main tasks of the head of service of children with special needs?

THE WORLD OF PAINTING

Mary Cassatt exhibited *The Nurse* in the eighth Impressionist Exhibition in 1886, nearly ten years after painting it. In the painting, she revisits the familiar theme of women and children in domestic settings.



PAINTING ANALYSIS

Look at the painting and then answer the following questions.

1 How many people do you see?
2 What are they doing?
3 Where does this scene take place?
4 From what you see, can you tell the time of day?
5 What is the weather like?
6 What is the focal point of the painting?
7 Which colour is prevalent?
8 Where does the light come from?

WRITING

And now look at the pastel painting on the right and describe it in a paragraph.



SCRAMBLED SENTENCES

The following sentences go together to form a brief text on Mary Cassatt. Working in small groups, put them into the right order.

A The 22-year-old from Pittsburgh, Pennsylvania, found her initial attempts at pursuing an education and a career in art thwarted.
B Her friendship with Edgar Degas eventually gave her entrée to the Paris art world, and in 1879 she became the only American to exhibit her work in the Impressionists' fourth show.
C Mary Cassatt, one of the few women and the only American in the French Impressionist circle of artists, settled in Paris in 1866.
D The prestigious Ecole des Beaux-Arts in Paris did not admit female students, and the Salon refused to exhibit her paintings for the same reason.

1 ..... 2 ..... 3 ..... 4 .....

THE WORLD OF PAINTING

59

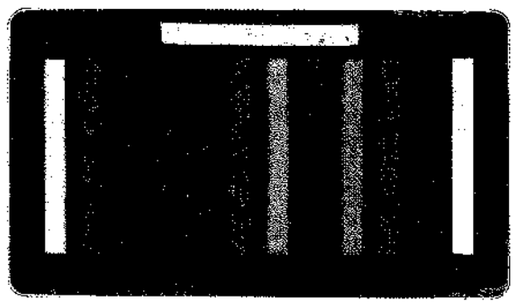
CLOZE EXERCISE

While reading the following text on pastel painting fill in the gaps with the following words: **innovations · humans · natural · seventeenth · age · gum · sixteenth · portraits · vivid · light · colour · restoration.**

PASTEL PAINTING

Pastels are made with pure, powdered ..... 1 pigment, bound together with a minimum of resin or ..... 2, and modelled into stick form.

The pure pastel gives pastel paintings a ..... 3, luminous appearance. Dry pigments made from ..... 4 materials were employed for painting by early cave-dwelling ..... 5 long before historical records were kept. But in their present form, pastels were established as a painting medium in the ..... 6 and eighteenth centuries. In the second half of the ..... 7 century pastel was growing into an autonomous genre. The golden ..... 8 of pastel painting is associated with the name of Rosalba Carriera (1674-1757) whose elegant ..... 9 were very popular in Paris. Her loose technique with its subtle tonalities and dancing ..... 10 revolutionised the medium of pastel. Her ..... 11 were further improved by Maurice Quentin de la Tour (who became the greatest pastel portraitist of the eighteenth century). De la Tour, in turn, inspired Mary Cassatt. They were followed by Jean Antoine Watteau, and many others. The medium was carried far beyond the earlier methods by Edgar Degas, Édouard Manet, and Henri de Toulouse-Lautrec. Pastels have a particular longevity as they have no oils and, consequently, they do not yellow and have very little need of ..... 12.



grammar practice

I PRONOMI RELATIVI

I pronomi relativi introducono frasi relative che possono essere di due tipi: *defining* (restrittive) o *non-defining* (non restrittive).

Una frase relativa si definisce **restrittiva** quando fornisce informazioni necessarie ad identificare la persona o la cosa di cui si parla. Questo tipo di frase è introdotta dai pronomi relativi *who/that* per le persone e *which/that* per le cose, a patto però che tali pronomi, in entrambi i casi, svolgano la funzione di soggetti.

Es. The man who/that lives next door is a teacher. → *L'uomo che vive accanto a me è un insegnante.*
I live in the house which/that is next to the cinema. → *Abito nella casa che è di fianco al cinema.*

Nel caso invece che essi svolgano la funzione di complemento oggetto, si userà *whom/that* per le persone e *which/that* per le cose. I pronomi relativi complemento oggetto possono anche essere omessi.

Es. The woman whom/that you saw yesterday is my cousin.
oppure:
The woman you saw yesterday is my cousin. → *La donna che hai visto ieri è mia cugina.*

Es. The book which/that I am reading is very amusing.
oppure:
The book I am reading is very amusing. → *Il libro che sto leggendo è molto divertente.*

I pronomi relativi oggetto *whom* e *which* possono anche essere preceduti da preposizioni.

Es. The town in which I live is very big. → *La città in cui vivo è molto grande.*
The man with whom I spoke is my friend John. → *L'uomo con il quale parlavo è il mio amico John.*

La frase relativa **non restrittiva** è invece una frase di tipo incidentale, che non fornisce cioè informazioni essenziali all'identificazione della persona o della cosa di cui si parla. In questo tipo di frase il pronome relativo soggetto riferito a persona è *who*, che diviene *whom* nel caso in cui si tratti di un complemento; per le cose si usa *which* in entrambi i casi. Notate che *that* non può essere usato in questo tipo di frase relativa.

Es. My husband, who loves football, goes to the stadium every Sunday. → *Mio marito, che ama il calcio, va allo stadio ogni domenica.*
My friend Jonas, who is German, is coming to Italy next summer. → *Il mio amico Jonas, che è tedesco, verrà in Italia la prossima estate.*
Our town, which is very ancient, is known all over the world. → *La nostra città, che è molto antica, è famosa in tutto il mondo.*

EXERCISE *Complete the sentences with a relative pronoun.*

1. My brother, ... is a teacher, always helps me with my homework.
2. You are the only person ..... can talk to her.
3. The house ..... they are building is quite small.
4. That is the woman ..... I saw at the post office yesterday.
5. I bought a bag ..... is quite nice.
6. John, ... is always late, takes the bus to go to work.
7. This is the necklace ..... my boyfriend gave me.
8. My brother, ... speaks Japanese very well, works in Osaka.
9. That is the doctor ..... won the Nobel Prize.
10. The boy ..... I met at the party was nice.

EXERCISE *Link the sentences using a relative pronoun. Look at the example.*

Es. *This is the new car. I bought it last month.* → *This is the new car which I bought last month.*

1. The jacket is beautiful. My mother gave it to me. → .....
2. Jane is 18 years old. She is my friend. → .....
3. Our new teacher is very nice. She is from Oxford. → .....
4. Where is the book? I have bought it today. → .....
5. Alice invited me to her party. She has just come back from Paris. → .....
6. I am reading an interesting book. I borrowed it from Robin. → .....
7. Nancy phoned her friend Sam. He was not at home. → .....
8. Champagne is one of the most famous French wines. It is delicious. → .....
9. Last night I met Sheila's sister. She is leaving for London next week. → .....
10. Have you seen the letter? I left it on the table. → .....

EXERCISE *Omit the relative pronouns.*

1. The shoes which I bought yesterday were very expensive.
2. The woman with whom I work is very nice.
3. Paris is the most beautiful town which I have ever seen.
4. Do you want to taste the cake that I made yesterday for Jane's birthday?
5. What's the best film that you have ever seen?
6. This is the worst book that I have ever read.
7. The exhibition which we saw was very interesting.
8. Do you remember that man whom we met last summer at the seaside?
9. Can I look at the dress which you have bought?
10. That is the present which I bought for my girlfriend.

EXERCISE *Translate the following sentences into English.*

1. L'Italia, che è ricca di bellezze artistiche, è una delle destinazioni turistiche più popolari.
2. Il libro che devi leggere è molto interessante.
3. La signora che hai visto ieri al cinema è la mia nuova insegnante di inglese.
4. Conosci quel ragazzo alto che abita davanti alla scuola?

9 I miei genitori, che amano molto viaggiare, non sono mai stati a Londra.

.....

10 L'albergo in cui abbiamo alloggiato era comodo e pulito.

.....

11 Questa è la ragazza di cui ti parlavo ieri.

.....

12 Il gelato che ho mangiato ieri sera era molto buono.

.....

13 Tom è un ragazzo che studia molto.

.....

14 Il film che abbiamo visto ieri era molto divertente.

.....

15 Dove hai messo il biglietto che ho appena comprato?

.....

16 Il ragazzo con cui sono uscita sabato sera ha ventidue anni.

.....

Opening Doors to Diversity

MODULE

9

OBJECTIVES

IN THIS MODULE YOU WILL LEARN ABOUT:
- DIVERSITY;
- MULTICULTURALISM AND CULTURAL DIFFERENCES;
- NATIVE AMERICANS;
- DISABILITIES;
- DOWN SYNDROME;
- AUTISM.

YOU WILL ALSO LEARN HOW TO ANALYSE A PLAY.
FINALLY, YOU WILL REVISE THE PASSIVE FORM.



1 Introduction
2 A Multicultural Society
3 Disabilities
4 The World of Cinema
5 The World of Painting

GRAMMAR PRACTICE

La forma passiva

WEBBOOK LIBRO MISTO CON MATERIALI ON-LINE san marco **Web Extension**

60 Obama: Religious Differences Should Unite, Not Divide
61 Multicultural Britain: An Unlikely Success Story
62 The Spirituality of Navajos
63 Paralympic Games
64 Colourful Classroom a Haven for Disabled Students
65 Brains of Autistic Children Slower at Processing Sound
66 The World of Cinema
67 The World of Painting

Introduction

abc
1 continuing
2 helps to develop

The word 'diversity' means a variety or assortment of different types of things. Human beings have a great deal of diversity. Although our basic structure is the same, our bodies are different in size and shape. And not all differences are visible. There is a wide range of non-visible differences that exist among people.

Society is diverse. Diversity can be defined in many different ways, and people's differences are varied. Diversity may refer to the variety of backgrounds, orientations and experiences within a community. When a community is diverse there is the presence of different points of views and ways of making meaning which flow from the variety within it. This variety arises out of different cultural, racial, ethnic, religious, gender, socioeconomic class, political, developed abilities, health condition and/or sexual orientation.

Some aspects of diversity (i.e., race, gender) have proven particularly difficult to deal with and, for this reason, they deserve special ongoing[1] attention. An authentically diverse environment recognises and nurtures[2] the talents of all the people within a community.

The people of the world come increasingly into contact with one another as a result of globalisation, and differences as well as similarities among them become more apparent. The increasing diversity of our societies has introduced a wide range of perspectives into public and private discourse requiring even greater communication skills. Today individuals must be able to understand and work effectively with people from economic, social and cultural backgrounds that may be significantly different

Religious differences contribute greatly to the increasing diversity of our society.



from their own. Nowadays, the need for a unitary notion of individual rights and for integration becomes essential.

If the world of the future is to be more peaceful than the 20th century has been, we must learn how to appreciate cultural differences and how to work with people very unlike[3] ourselves. It is important to be open to difference, and celebrate it so that we can take advantage of everyone's talent. Diversity is a commitment to recognising and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement. Understanding the dynamics of diversity allows people to respect and value differences. Besides, the promotion of an effective and welcoming integration policy is essential in keeping our societies peaceful.

Cultural diversity, or multiculturalism, is based on the idea that cultural identities should not be discarded[4] or ignored, but rather maintained and valued. The foundation of this belief is that every culture and race has made a substantial contribution to our history.

abc
3 different from
4 eliminated

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What does diversity mean?
2. What are the main differences among people?
3. When is a community diverse?
4. Which aspects of diversity have proven particularly difficult to deal with?
5. Why is communication essential in our societies?
6. Why are differences more apparent today than in the past?
7. Why is it important to understand the dynamics of diversity?
8. What is multiculturalism?

VOCABULARY

Match each term in the first column with a term in the second column.

1 Great	A Class
2 Wide	B Discourse
3 Socioeconomic	C Deal
4 Sexual	D Range
5 Public	E Background
6 Cultural	F Policy
7 Integration	G Orientation

WRITING

Write sentences which have the same meaning as the following.

1. Human beings have a great deal of diversity.

.....

2. The people of the world come increasingly into contact with one another as a result of globalisation.

.....

3. Understanding the dynamics of diversity allows people to respect and value differences.

.....

1.1 Meeting the 'Other'

Differences in background can be one of the hardest barriers to overcome within a society. Age, education, gender, social status, economic position, cultural background, religion, and political belief can all separate one person from another and make understanding difficult. To overcome these barriers and share with each other it is essential to avoid projecting one's own background or culture onto others. Only in this way, communication among people with different backgrounds is possible.
In 'Us and Them', a play by David Campton, two groups of wanderers look for a place to settle. They agree to share and mark the line between their territories, then build a small wall. The wall is built higher and then still higher. Suspicion and mistrust grow to the point where the groups must inevitably explode in conflict.
The play reminds us of the fundamental condition for man's survival – to live and share peacefully with each other in this world of ours; it reminds us to avoid the divisions brought about by mistrust, miscommunication and misunderstanding.

What does the word 'wall' evoke in your mind?

They Are Not a Bit Like Us
(from David Campton, *Us and Them*, 1977)

Characters: Recorder; Party A (Spokesman + Others); Party B (Spokesman + Others).

A bare[1] *stage. The* Recorder *enters with a large book and pen. He looks around.*

RECORDER: How odd.[2] I felt sure there was someone here. Just a minute ago. There's still the trace of an echo. I could have been mistaken, though. They come and go... Well, it's my job to wait and see. (*He makes himself comfortable.*) I may have to wait some time ...But there's nothing I can do about that. Time passes. (*Pause*) Listen. Footsteps coming from this direction. And more footsteps coming from that direction. Something is about to happen. I must make a note.

Parties A and B enter from opposite sides. They pause wearily.

'Party A from the East. Party B from the West. Worn out[3] with travelling they come to rest.' (*He ponders*[4] *over the last note.*) Verse in an official record? (*He crosses out the last words*) 'At first they are too exhausted for words.'...That's better. 'Gradually they look around them, at first critically, then with growing admiration and delight. But too taken with[5] their own concerns to notice the other group.'

PARTY A1: Here?
PARTY B1: Here.
PARTY A1: It's a good place.
PARTY B1: Yes, it's a good place.
PARTY A2: Better than any other place we've seen.
PARTY B2: It's a good place all right.
PARTY A1: To pause at.

1 empty
2 strange
3 very tired
4 thinks
5 interested in



Sioux Falls Christian High School performing Us And Them *by David Campton.*

PARTY B1: To stay at.
PARTY A2: To make our own.
PARTY B2: For ever and ever.
PARTY A1: This is our place.
PARTY B1: Ours.
PARTY A2: Ours.
PARTY B2: We took long enough to find it.
PARTY A3: It was a long journey.
PARTY B3: But it was worth every day we searched.
PARTY A1: It was worth every mile we tramped.[6]
PARTY B1: Look at it.
PARTY A2: Just look.
PARTY B2: Look here.
PARTY A3: Look there.
PARTY B3: Look.
PARTY A1: Look.

They point out things that please them.

RECORDER: Of course, they could have commented on the natural advantages of the place – such as the average hours of sunshine, the mean[7] rainfall, the geological structure, the chemistry of the topsoil, and the lush[8] pasturage. They'll find the words in time. But next they notice each other.

From pointing out the delights of the place, the parties point to each other.

PARTY A1: Look.
PARTY B1: Look.
PARTY A2: Look!
PARTY B2: Look!!

The groups chatter excitedly among themselves.

RECORDER: Party A goes into a huddle,[9] looking warily at Party B. Party B goes into a huddle, looking warily at party A. Nothing to comment on there. It's the usual pattern. Any minute now the Spokesman will face up to each other.

6 walked over long distances
7 average
8 thickly growing
9 crowds closely together

A Spokesman *from Party B steps forward.*

PARTY B SPOKESMAN: Who are you?

A Spokesman *from Party A steps forward.*

PARTY A SPOKESMAN: Who are you?
PARTY B SPOKESMAN: We've come a long way.
PARTY A SPOKESMAN: *We've* come a long way.

The Spokesmen *return to their groups for quick conferences. After a few seconds they face each other again.*

PARTY A SPOKESMAN: We want to live here.
PARTY B SPOKESMAN: *We* want to live here.

The Spokesmen *return to their groups for quick conferences. After a few seconds they face each other again.*

PARTY B SPOKESMAN: We won't let you drive us away.
PARTY A SPOKESMAN: We don't want to drive you away.

The Spokesmen *return to their groups for conferences.*

RECORDER: One man, one vote. It takes time, but that's Democracy. There's no guarantee that they'll come to the right decision in the end, but that's Democracy, too. Not that I'm complaining about Democracy. It encourages a sense of responsibility. In theory, anyway.

The Spokesmen *turn and face each other.*

PARTY A SPOKESMAN: Isn't there enough room for all of us?
PARTY B SPOKESMAN: There's enough room for everybody.
PARTY A SPOKESMAN: You could have all you see from there to here.
PARTY B SPOKESMAN: You could have all you see from here to there.
PARTY A SPOKESMAN: Agreed?
PARTY B SPOKESMAN: Agreed.

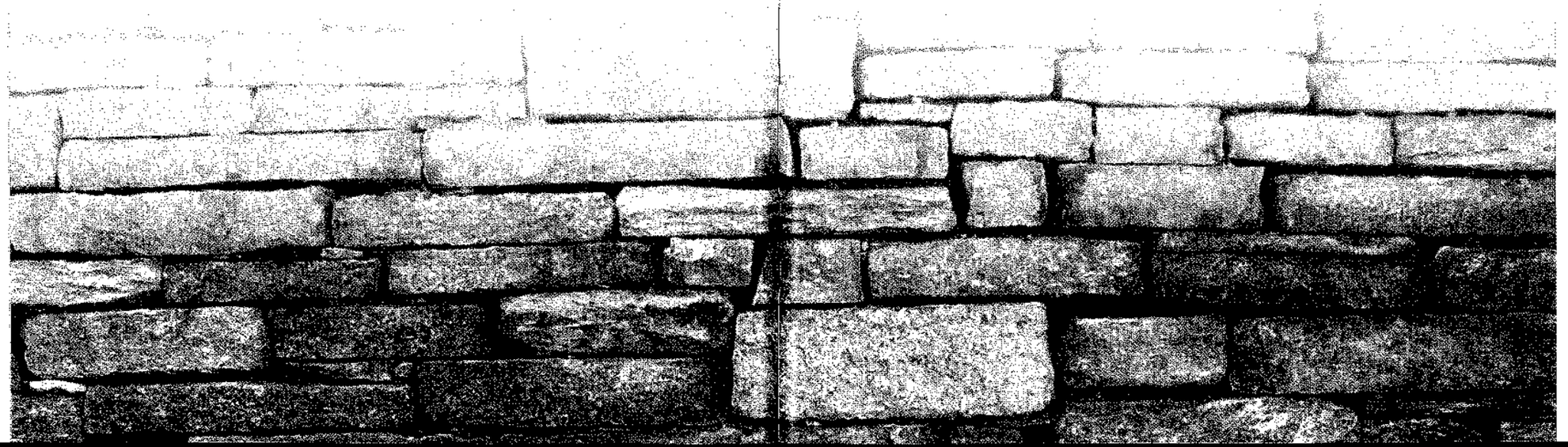
The Party As *and* Party Bs *shout 'Agreed'. The* Spokesmen *shake hands.*

PARTY A SPOKESMAN: Do you mind if we pause in negotiations?[10]
PARTY B SPOKESMAN: For a conference?
PARTY A SPOKESMAN: Agreed.

They go into conference again.

RECORDER: Proposals, counter-proposals, resolutions, amendments, points of order, appeals to the chair, motions, votes, polls, divisions, objections, and recounts. Everybody has a say. It can become tedious, but it has one advantage – if anything goes wrong, everyone is to blame.
PARTY A SPOKESMAN: We have come to a conclusion.
PARTY B SPOKESMAN: A conclusion is a good thing to come to. We have reached an agreement.
PARTY A SPOKESMAN: It's always as well to reach an agreement.
PARTY B SPOKESMAN: That you take that stretch of country with all its natural amenities, grazing rights, water rights, hunting rights, fishing rights, arable land, and mineral deposits.
PARTY A SPOKESMAN: And that you take that stretch of land with all its natural amenities,[11] etcetera, etcetera, etcetera.
PARTY B SPOKESMAN: Furthermore…
PARTY A SPOKESMAN: Furthermore?
PARTY B SPOKESMAN: Yes, furthermore. For the benefit of all concerned…
PARTY A SPOKESMAN: Does that include us?
PARTY B SPOKESMAN: It includes everybody. That a line be drawn.
RECORDER (*musing aloud*): *A line?*
PARTY B SPOKESMAN: A line. That a line be drawn to mark the place where your land ends and ours begins.
PARTY A SPOKESMAN: Ah, yes. I was just about to add that a line be drawn to mark the place where our land ends and yours begins.
PARTY B SPOKESMAN: Good fences make good neighbours.
PARTY A SPOKESMAN: Good neighbours make good fences.
PARTY B SPOKESMAN: Shall we mark it now?

10 discussions aiming at reaching an agreement
11 advantages



12 a famous quotation by 'Mending Wall', a poem by the American poet Robert Frost

PARTY A SPOKESMAN: Why not?
PARTY B SPOKESMAN: Chalk?
PARTY A SPOKESMAN: String.

(...)

PARTY A1: What we need are fences.
PARTY B1: Walls.
PARTY A2: Thick enough to stop cows from breaking through.
PARTY B2: High enough to stop chickens from flying over.
PARTY A3: Good walls make good neighbours.[12]
PARTY B3: Good neighbours make good walls.
PARTY A SPOKESMAN: You want walls?
PARTY B SPOKESMAN: Shall we build walls?
PARTY A1: Before we do anything else.

Party A Spokesman *and* Party B Spokesman *take opposite ends of the piece of string, and raise it about six inches off the ground.*

PARTY A SPOKESMAN: This high?
PARTY B1: Higher. Think of the cows.

The string is raised waist high.

PARTY B SPOKESMAN: This high?
PARTY A2: Higher. Think of the horses.

The string is raised shoulder high.

PARTY A SPOKESMAN: This high?
PARTY B2: Higher. Think of the chickens.

The string is held as high as the Spokesmen *can reach, standing on tiptoe.*

PARTY B SPOKESMAN: I think that should do.
PARTY B1: Yes, that should do.
PARTY A SPOKESMAN: It had better do. Now make it fast.

The ends of the string are tied to posts.

PARTY B SPOKESMAN: And build the wall.

The wall is built. This can be done in a number of ways. Blocks could be built up to the height of the string, or more string could be tied between the posts, or material could be draped over the string. At all events it is achieved after a great deal of activity. Meanwhile, the RECORDER *looks on, and takes notes.*

(...)

PARTY A1: What are they doing over there?
PARTY A2: The usual things, I suppose.
PARTY B2: They'll be doing the usual things.
PARTY A1: What do you mean – the usual things?
PARTY A2: Things that you usually do.

13 it is obvious
14 imagine

PARTY B2: Things that we usually do.
PARTY B1: Not the things that *they* usually do?
PARTY A2: The things that they usually do.
PARTY B1: You said the things that *we* usually do.
PARTY A2: They're the same things.
PARTY B1: Are they the same?
PARTY A2: Why shouldn't they be the same?
PARTY B2: Why should they be the same?
PARTY A1: They're not like us.
PARTY A2: Aren't they?
PARTY B1: It stands to reason.[13]
PARTY A1: Work it out for yourself.
PARTY B1: Just work it out.
PARTY A1: For instance – you're not like me, are you?
PARTY A2: Not much.
PARTY B1: You're not a bit like me.
PARTY A2: So they're not like us.
PARTY B2: So they're not a bit like us.
PARTY A2: We're on this side of the wall.
PARTY B2: They're on the other side of the wall.
PARTY A1: Fancy[14] living on the other side of the wall.
PARTY B1: Fancy wanting to live on the other side of the wall.
PARTY A2: When you could be living here.
PARTY B2: Fancy not wanting to live here.
PARTY A1: Funny.
PARTY B1: They've got some funny ways.
PARTY B2: Have they?
PARTY A2: Of course. You've got some funny ways, too.
PARTY B1: They look funny to me all right.
PARTY A2: We've all got funny ways.
PARTY B2: But their ways are funnier. Over there.
PARTY B1: We don't even know what ways they've got.
PARTY A2: If they've got ways we don't know about, they must be funny ways.
PARTY A1: Still, as long as they're on the other side of the wall, it doesn't matter.
PARTY B1: It doesn't matter as long as they're on that side, and we're on this.

David Campton (1924-2006)
He was born in 1924 in Leicester. He became a full-time dramatist in 1956 and developed as a playwright with the Theatre in the Round at Scarborough, in the north of England.
In 1958 he received an arts council bursary for playwriting and he has continued to write ever since.
More than 100 one-act plays and 20 full-length stage plays were produced and some are regularly performed in schools and festivals, both here and overseas.
His characters are often helpless people trapped in frightening situations.
Among his most famous works are *The Laboratory* (1955), *Mutatis Mutandis* (1960) and *The Life and death of Almost Everybody* (1970). He died in Leicester in 2006.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Does the play have characters in the conventional sense?
2. What is the function of the Recorder?
3. What does the title of the play suggest?
4. What do the two groups say when they arrive?
5. Why do you think one of the first stage direction is *'Parties A and B enter from opposite sides'*?
6. What happens when either group sees the other?
7. How would you describe the behaviour of each group?
8. What does the stage look like?
9. What is the language like?
10. The dialogues are full of repetitions. What is their function in your own opinion?

SPEAKING

Explain the meaning of the statement 'Good fences make good neighbours'. Do you have a similar expression in your own country?

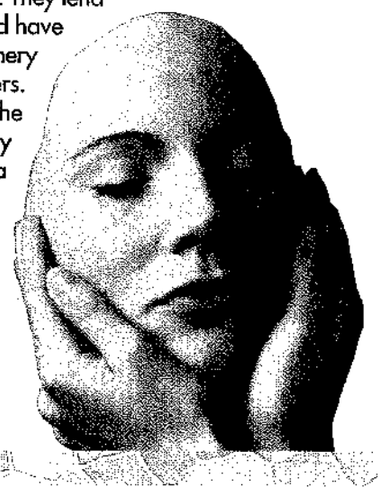
WRITING

Write a possible ending for the play.

HOW TO ANALYSE A PLAY

A play is generally divided into acts, which often consist of scenes, sequences of events set in the same place and in the same period of time.
In the dramatic text dialogue is our main source of information about the actions and the personality of the characters. The relationship between the dialogue and the extralinguistic situation is also very important, as the situation interferes in the dialogue.
Besides, characters express themselves not only through words but also through gestures, facial expressions, body movements, hesitations, silences, just as it happens in ordinary conversation. All these aspects are called extralinguistic features.

The dramatist can intervene through stage directions to give instructions for the performance of the play.
A one act play, or more commonly 'one act', is a short play that takes place in one act or scene, as opposed to plays that take place over a number of scenes in one or more acts. They tend to be simpler and have fewer **props**, scenery and cast members.
In recent years the 10 minute play has emerged as a popular sub-genre of the one act play.



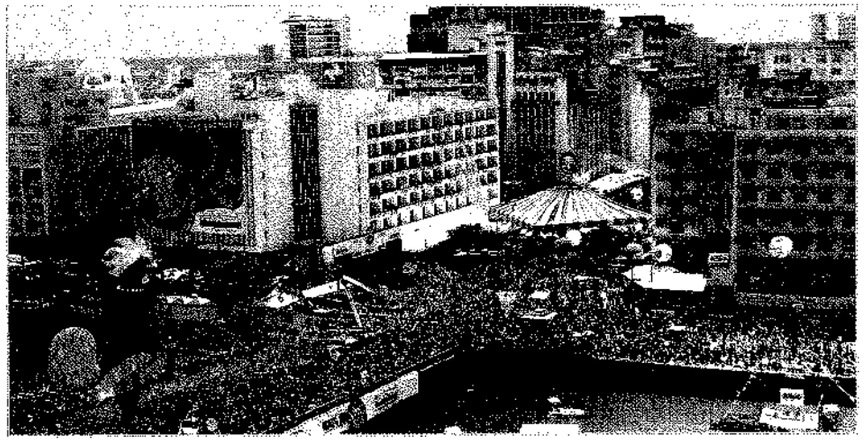


KEYWORDS

A prop is a small object used by actors in a play or film.

A Multicultural Society

A multicultural society is made up of people with different nationalities, who have different ethnic backgrounds and religious beliefs.
In a multicultural, multiethnic society, issues of education, culture and religion, identity and human needs, conflict and cohesion interact in complex patterns and dynamics. Ethnic and cultural diversity is a fact which can and should enrich social life in all parts of the world. As well as the more obvious **cultural differences** that exist between peoples, such as language, dress and traditions, there are also significant variations in the way societies organise themselves, in their shared conception of **morality**, and in the ways they interact with their environment.
Cultural diversity is hard to quantify, but a good indication is thought to be a count of the number of languages spoken in a region or in the world as a whole. By this measure, there are signs that we may be going through a period of sudden decline in the world's cultural diversity. Research carried out in the 1990s by **David Crystal** (Honorary Professor of **Linguistics** at the **University of Wales, Bangor**) suggested that at that time, on average, one language was falling into disuse every two weeks. He calculated that if that rate of **language death** were to continue, then by the year 2100 more than 90% of the languages currently spoken in the world will have gone extinct. **Overpopulation**, **immigration** and **imperialism** (of both the militaristic and cultural kind) are reasons that have been suggested to explain any such decline.
There are several international organisations that work towards protecting threatened societies and cultures, including *Survival International* and UNESCO. The UNESCO Universal Declaration on Cultural Diversity, adopted by 185 Member States in 2001, represents the first international standard-setting instrument aimed at preserving and promoting cultural diversity and intercultural dialogue.



Multicultural carnival in Recife, Brazil.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a multicultural society made up of?
2. Why is cultural diversity a positive aspect of our societies?
3. What are some of the less obvious existing cultural differences?
4. How can we quantify cultural diversity?
5. What will happen by the year 2100?
6. What are the main reasons for the decline of languages?
7. What is the purpose of such international organisations as *Survival International* and UNESCO?
8. Why did many States adopt the UNESCO Universal Declaration on Cultural Diversity in 2001?

VOCABULARY

Explain in your own words the meaning of the following terms and expressions.

1. Ethnic background .....
2. Conflict .....
3. Morality .....
4. Decline .....
5. Disuse .....
6. Extinct .....

EXTENSION

Here are the first six articles of the Universal Declaration on Cultural Diversity adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization on 2nd November 2001. Read them carefully and then do the activities below.

UNIVERSAL DECLARATION ON CULTURAL DIVERSITY

Article 1 - Cultural diversity: the common heritage of humanity
Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognised and affirmed for the benefit of present and future generations.

Article 2 - From cultural diversity to cultural pluralism
In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.

Article 3 - Cultural diversity as a factor in development
Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

Article 4 - Human rights as guarantees of cultural diversity
The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.

Article 5 - Cultural rights as an enabling environment for cultural diversity
Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons should therefore be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons should be entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

Article 6 - Towards access for all to cultural diversity
While ensuring the free flow of ideas by word and image, care should be exercised so that all cultures can express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form, and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

READING COMPREHENSION

Answer the following questions.

1. Why is cultural diversity necessary for mankind?
2. What is cultural pluralism as defined in Article 2?
3. Focus on Article 3. What has cultural diversity to do with development?
4. What does Article 4 state?
5. What are the main guarantees of cultural diversity as defined in Article 6?

VOCABULARY

Explain in your own words the meaning of the following terms.

1. Plurality .....
2. Humankind .....
3. Biodiversity .....
4. Heritage .....
5. Ethical .....
6. Multilingualism .....

2.1 Multicultural Britain

The United Kingdom has welcomed newcomers for centuries. Today, British society is a mixture of diverse ethnic groups, each with their own distinct culture and sometimes their own language and religion.

The ethnic diversity of major centres such as London and Birmingham provides around 30% of the population, and cities such as Leicester will have an ethnic majority in the near future. The population shift means that this ethnic diversity will increase further in the coming years. Evidence of this has been immediately apparent after the expansion of the European Union, as residents from the accession States seek work in the UK.

For all these reasons, British society is characterised by complex socio-cultural dynamics, where cultural and generational conflicts often occur. As the Anglo-Indian novelist Atima Srivastava describes, the process of integration into a new country is a long one and involves many individual and social variables. Though cultural identity is based on the concept of difference, it is not necessarily a divisive force in society. Attaining a personal balance means not to lose one's identity while assimilating within a new culture. This is what integration really means: to put together two things to form something new. In integration the parts remain themselves and become part of a new whole.

Where do your family originally come from? Have they always lived in your town? Has anyone in your family ever emigrated? Where did they go? Why?

True Brit: Out Of Ourselves

by Atima Srivastava

The first time I was referred to as a Brit, was in India on our first trip 'home'. I was 16; we had left India when I was eight. I now spoke English with a cockney accent and I'd swapped[1] my Indian passport for a British one. Apparently, I was 'becoming British' and my elderly relative was furious. He had been in the *Quit India* movement during the Raj. The inference was that I was somehow losing a part of my Indian-ness (An arm? A spleen?) in the horrifying process of assimilation. Did I also stand to attention to the Land of Hope and Glory and eat roast sacred cow every day, he wanted to know. I'm not *that* kind of Brit I protested, although I had never known or seen *that* kind. To me and my school friends in London, Eton seemed as far away as Europe, as Africa, as India...What kind are you then, he demanded. I didn't know.

The second time I was referred to as a Brit was in Southern Spain, eight years later. Why do you Breetish behave like this, said a shopkeeper? I was affronted![2] I realised with a jolt[3] that I had completed the process from becoming to belonging. Yet this time, I found myself actively drawing attention to my ethnicity, insisting that I wasn't *that* kind of Brit, the kind who abused the food and brawled[4] drunkenly in the streets after a football match, in fact I was another kind of Brit altogether... What kind, he asked and I was stumped[5] again. In Britain I was used to asserting myself as a British subject who had the same social and employment rights as a white person. I had become conscious of myself as a brown person, a person of Indian origin, but I still did not quite know what being British meant, only that I was British now.

1 changed
2 offended
3 sudden shock
4 fought
5 unable to find an answer

Last year I was asked to speak to American students in London on what it meant to be British in the 21st century. Oh no I groaned, don't ask me! But I had written novels, short stories and an opera by this time, and I was even teaching a course on the Ethnic Tapestry[6] of British Culture! Surely I had something to say on the subject of Diversity, said the professor. I responded in the inimitable words of Vicky Pollard, the iconic teenager created by comedy show Little Britain: *Yeah, but. No, but.*

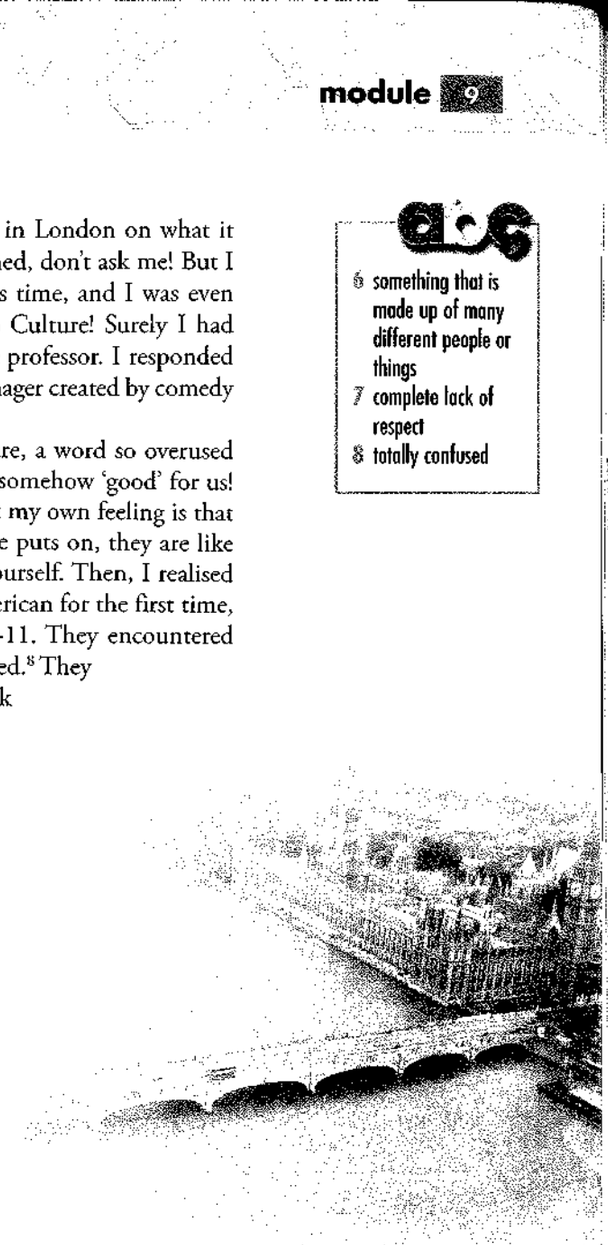
I was determined not to use the D word in my lecture, a word so overused that no one quite knows what it means only that it is somehow 'good' for us! Assimilation is the unfashionable word these days, but my own feeling is that identity, nationality and citizenship are not gloves one puts on, they are like gardens that grow around you, in which you place yourself. Then, I realised these young Americans were seeing themselves as American for the first time, having travelled to Europe for the first time since 9-11. They encountered hostility and disdain[7] from strangers and were bewildered.[8] They saw how others saw them and this made them ask themselves who they really were, what they stood for.

It was a process that had been happening inside me for years.

You are not aware of who you are and all the pieces that make up who you are, until you leave the place in which you are comfortable, until you begin to explain to people something you *think* you know. Coming out of Britain helped me to understand what being British meant, while living here splendidly I never gave it a single thought. Coming out of myself was parallel to the idea of coming out of Britain. I came to know myself, see myself as British in all its facets not just the ones I had previously imagined. Britain wasn't just Dead Poets, Old Buildings and Imperial Past. But neither was it just Chicken Tikka Masala, Bhangra music and Henna tattoos. It was all those things and so many more that I had yet to discover and understand.

Europe, which had seemed so far away to us while we were in school, has become somewhere we realise we were always part of, an old association made up of language and custom and people, just as the associations with India and other

6 something that is made up of many different people or things
7 complete lack of respect
8 totally confused



Cockney is a dialect typical of working class people in the east part of London.
The Quit India Movement was a civil disobedience movement launched in India in 1942 under the leadership of Gandhi, with the aim to gain independence from Britain.
The Raj is the rule of the British government in India before India became independent in 1947.

KEYWORDS

9 escaping

parts of the globe have come about through assimilation and integration. If you go to Brick Lane in the East End, you will see the remnants of the Hugeuenots who fleeing[9] persecution settled there 300 years ago. You will see it in the street names and in the fact that 1 in 5 Brits have French ancestry; in the next hundred years perhaps we will find the same of the Bangladeshis who live on the same street, of Somalis and Albanians who have recently arrived. It is not true that becoming a part of something means the subtraction of who you are; it is an addition and a revelation. Knowledge, understanding and exchange illuminate our lives. Coming out of ourselves is not only a way of finding connections, it is instructive too, because it is only when we come out of ourselves that we begin to uncover the largeness of who we are, the wholeness of who we are, the entirety of who we are.

(especially commissioned for the Out of Ourselves Programme, *Celebrating the UK in Europe*, British Council, Brussels)

Atima Srivastava (1961 –)
She was born in Mumbai, India, in 1961 and has lived in Britain since she was eight. She was educated at the University of Essex, and has worked in television as a researcher, editor and director. She has held writing residencies at various universities, both in Europe and Asia. Her short story 'Stanley' is included in *New Writing 10*, edited by Penelope Lively and George Szirtes for the British Council. She is the author of two novels: *Transmission* (1992), the story of a young Indian woman working as a television researcher in London, and *Looking for Maya* (1999), in which an ambitious young graduate becomes involved with an older man. She has also written several screenplays. Her play *Why Not Love?* was commissioned by the Royal National Theatre in London in 2002 and *Perfect Match* was written for the Leicester Haymarket Theatre in 2003. She is the author of the *Libretto for Cross Currents*, an opera first performed by BroomHill Opera in 2001.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. When was Atima defined as a Brit for the first time?
2. Why was her Indian relative so angry?
3. When was Atima defined as a Brit for the second time?
4. What did the Spanish shopkeeper think of British people?
5. Why was Atima asked to speak to American students in London about British identity and diversity?
6. What does Atima think of the assimilation process?
7. Why did Americans travelling to Europe after 9/11 find hostility?
8. When does one start to be aware of his/her own identity?
9. Why is Brick Lane a symbol of integration?
10. What does 'becoming a part of something' mean according to Atima Srivastava?

ACTIVITIES

VOCABULARY

Match each term with its correct definition.

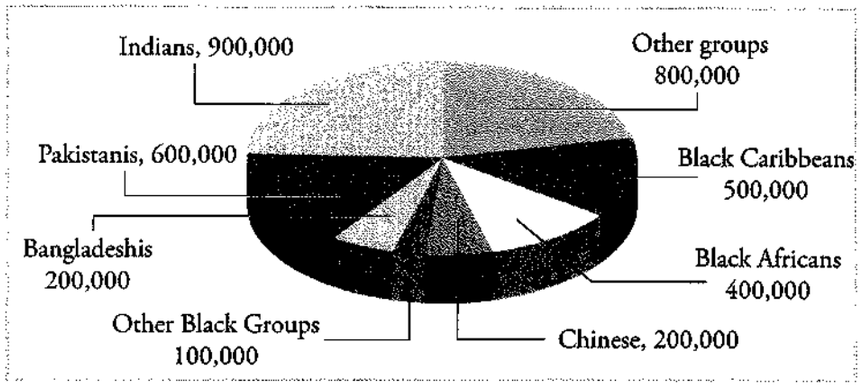
1 Ethnicity	A The legal right of belonging to a particular country
2 Assimilation	B The process of getting people of different races live and work together
3 Identity	C Background, origin
4 Nationality	D Qualities and attitudes that a person or a group of people have and that make them different from other people
5 Citizenship	E The process of becoming part of a country or a group
6 Integration	F The condition of being legally a citizen of a particular country

CLOZE EXERCISE

Read the following data on British minority ethnic population and fill in the gaps with the following words: **average · Austria · languages · population · mother · exile · War · age · Bosnian · asylum.**

RICHLY DIVERSE – THE UK – A CULTURAL KALEIDOSCOPE

British Minority Ethnic Population Pie Chart



3,7000,000 people – 6.5% of the British ..... 1 – are from ethnic minorities. One in two black and Asian Britons are under 25; 41% of Bangladeshis are under the ..... 2 of 16. The ..... 3 age of members of the UK minority ethnic population is 27. The other parent of four in ten children with a Caribbean ..... 4 or father is white. In 1999 55,000 people were granted British citizenship and applications for ..... 5 reached 71,000.

Famous Refugees

Joseph Conrad – Writer. He came to Britain having experienced ..... 6 in Russia.
Sigmund Freud – Father of psychoanalysis. He fled Vienna in June 1938 after Nazi takeover in ..... 7.

ACTIVITIES

Manubhai Madhvani – Businessman. Refugee from Uganda in 1972.
Karl Marx - Political theorist. He was expelled from Paris in 1849.
Piet Mondrian – Artist. He fled Paris in 1938 before the Second World 8
Kirit and Meena Patak – Manufacturers. They arrived in the UK in 1956 after persecution in Kenya.
Mario Stanic – Footballer. He was persecuted during the ..... 9 War.
Two fifths of UK minority ethnic population live in cities – four in ten in London.
Nearly 200 ..... 10 are spoken across London.

(Information from *Ethnic Diversity*, Foreign & Commonwealth Office, London)

RESEARCH WORK

Gather information about different ethnic communities in Italy and draw a pie chart.

FIND THE TOPIC

Read the following article on immigration in Europe and then match each of the subtitles below with the corresponding section.

A **The biggest city in Europe**
B **A tolerant population**
C **A growing city**
D **London's moment**
E **A flourishing city thanks to its immigrants**
F **A multiethnic city**
G **Immigrants – a resource for the city**
H **A global population with new ideas**

LONDON CALLING

1 .....

London is the only major European capital that is actually growing. The British capital has let the world in, and become a model for making a 21st-century metropolis work.

2 .....

London is a totally multiethnic city. The first wave of immigration consisted mainly of Jews from Poland, Hungary, and Czechoslowakia who escaped from the Nazi regime. They were followed by West Indians (Afro-Caribbeans) in the Fifties and by Indians, Pakistanis and Bangladeshis in the Sixties and Seventies. More than 50 separate national or ethnic communities are scattered across a metropolis that sprawls[1] over an area twice the size of New York's five boroughs.[2] Some 200 languages are spoken, all linked by the global lingua franca, English.

3 .....

At 7.3 million, London population is just short of the combined total for Rome, Paris, Vienna and Brussels. During the last 15 years it has added as many citizens as the entire city of Frankfurt. By 2016, according to forecasts, London will gain 810,000 more people.

4 .....

Now it's London's moment. More than any other European capital, London thrives on the outsiders it welcomes in. Almost a third of today's Londoners were born outside the country. During the past year alone, tens of thousands of East Europeans have come to the city after Britain opened its borders to workers from the new member states of the enlarged European Union.

5 .....

According to Ken Livingstone, the mayor of London, 'immigration is a way of life. Jewish, Irish, Asian, Caribbean, East European – each new wave has enhanced[3] London as a global city.'

6 .....

Past generations of megacities rose or fell depending on their access to resources or trade. What counts today is the new global class of knowledge merchants, the folks with new ideas to share or sell. 'Urban economic success really depends on smart, entrepreneurial people,' explains Harvard professor Edward Glaeser. 'Cities have recently succeeded because urban density can facilitate the transmission of ideas.' Like New York (and few, if any, other cities), London provides the right environment for these people: a relatively compact layout, a vibrant mix of cultures and a service industry fuelled largely by immigrants.

7 .....

Diversity is both symptom and cause of the supercharged[4] London economy. The city must attract immigrants to stoke[5] that growth; the immigrants want the jobs that a flourishing London can offer. Without the migrants, London would be shrinking, not booming.

8 .....

That experience has helped to instill a basic tolerance. Londoners have learned to live with cultural differences. 'What makes us different is that we love diversity. We celebrate it,' says Tony Winterbottom of the London Development Agency.



Londoners don't suffer the overt racial tensions to be found in Los Angeles, Paris or Berlin. Indeed, the potpourri[6] of cultures is an attraction in itself for those fed up with life in the suburbs, or in blander[7] European cities.

(Adapted from *Newsweek*)

1 spreads out
2 parts of a large city
3 improved
4 very powerful
5 to cause something to increase
6 mixture
7 duller

Native Americans 2.2

When the Europeans arrived in America, there were probably about 10 million Indians populating America north of present-day Mexico. They belonged to over one thousand tribes and they had been living there for quite a long time. It is believed that the first Native Americans arrived during the last ice-age, approximately 20,000-30,000 years ago through a land-bridge across the Bering Sound, from northeastern Siberia into Alaska.

The name 'Indian' was first applied to them by Christopher Columbus, who believed mistakenly that the mainland and islands of America were part of the Indies, in Asia. So, when the Europeans started to arrive in America during the 16th and 17th century they were met by Native Americans. The Natives regarded their white-complexioned[1] visitors as something of a marvel, especially for their wonderful technology – steel knives and swords, cannons, mirrors, earrings, copper and brass kettles, and so on.

1 with white skin

e.g.

2 unaware
3 useful thing
4 refused
5 killed in a cruel way

However, conflicts eventually arose. The Europeans seemed to be oblivious[2] to the rhythms and spirit of nature. Nature to the Europeans was something of an obstacle, or just a commodity.[3] The Native Americans rejected[4] this materialistic view of the land and its animal and plant beings.

The Europeans brought with them not only a desire and will to conquer the new continent for all its material richness, but also diseases that hit the Indians hard.

Besides, the Europeans were accustomed to own land and laid claim to it while they considered the Indians to be nomads with no interest to claim land ownership. The conflicts led to the Indian Wars, in which the Indian tribes were at great disadvantage because of their modest numbers, nomadic life, lack of advanced weapons, and unwillingness to cooperate, even in their own defense.

The end of the wars more or less coincided with the end of the 19th century. The last major war was a massacre in 1890 where Indian warriors, women, and children were slaughtered[5] by US cavalrymen at Wounded Knee, South Dakota, in a final spasm of ferocity.

(Adapted from *NativeAmericans.com*)

ACTIVITIES

READING COMPREHENSION

1 *Decide if the following statements are true or false and correct the false ones.*

1 Both Northern and Southern America were inhabited by Native Americans. T ❑ F ❑
2 The first Native Americans arrived from Mexico. T ❑ F ❑
3 Christopher Columbus was the first to call them 'Indians'. T ❑ F ❑
4 Columbus thought he had arrived in Asia. T ❑ F ❑
5 Native Americans were surprised at seeing the European visitors. T ❑ F ❑
6 The Europeans considered nature as a sort of divine entity. T ❑ F ❑
7 The Europeans soon claimed land ownership. T ❑ F ❑
8 The Indian tribes used very advanced weapons against the Europeans. T ❑ F ❑
9 The Indian Wars ended at the end of the 19th century. T ❑ F ❑
10 Native Americans won the battle at Wounded Knee. T ❑ F ❑

VOCABULARY

2 *Find in the text the English equivalents of the following Italian words.*

1 erroneamente .....
2 acciaio .....
3 specchi .....
4 rame .....
5 materialistico .....
6 malattie .....
7 proprietà .....
8 armi .....

Native American Spirituality 2.3



Spirituality played a central role in the lives of many native American peoples. Above all else, this spirituality is a land-based spirituality, in which the relationship between the land and the people is one of mystical inter-dependence. For example, Great Plains Indians such as the Sioux and the Apache celebrated elaborate festivals worshipping the sun and the great sky. Native Americans experienced earth as home, and their creation myths also portray a different understanding about the place humans occupy among the other living creatures. Rather than being given 'dominion' over all the other creatures, man interacts with the other forms of life and with such natural forces as the wind and the rain.

Joy Harjo's poems encourage readers to appreciate and even revere space. Spaciousness is closely associated with the sense of being free. Harjo asserts that modern alienation is a symptom of a lost sense of both place and space. In 'Eagle Poem', Harjo underlines the importance of prayer in human life using the extended metaphor of the flight of an eagle, a symbol of the harmony and beauty of nature. The speaking voice recognizes the workings of the Great Spirit in the experience of the nature surrounding and including human lives.

Eagle Poem
(from Joy Harjo, *How We Become Human: New and Selected Poems 1975-2001*)

To pray you open your whole self
To sky, to earth, to sun, to moon
To one whole voice that is you.
And know there is more
That you can't see, can't hear,
Can't know except in moments
Steadily growing, and in languages
That aren't always sound but other
Circles of motion.
Like eagle that Sunday morning
Over Salt River. Circled in blue sky
In wind, swept our hearts clean
With sacred wings.

Have you ever seen an eagle flying in the sky? What do you generally associate that bird with?

Joy Harjo (1951 –)
She was born in Tulsa, Oklahoma. An enrolled member of the Muskogee Tribe, Joy Harjo came to New Mexico to attend the Institute of American Indian Arts where she studied painting and theatre. She learned most of her Indian identity from her great aunt. She completed a MFA Creative Writing at the University of Iowa in 1978. She taught at the Institute of American Indian Arts, Arizona State University, University of Colorado, and the University of New Mexico. Harjo also plays tenor saxophone and has performed with Poetic Justice, a band in Denver.



We see you, see ourselves and know
That we must take the utmost care
And kindness in all things.
Breathe in, knowing we are made of
All this, and breathe, knowing
We are truly blessed because we
Were born, and die soon within a
True circle of motion,
Like eagle rounding out the morning
Inside us.
We pray that it will be done
In beauty.
In beauty.

ACTIVITIES

READING COMPREHENSION

1 *Answer the following questions.*

1. How is prayer defined in the first lines?
2. Who is the first addressee of our prayers according to the poet?
3. What do you think the poet means when she says 'And know there is more/That you can't see, can't hear, can't know except in moments/Steadily growing…'?
4. When and where did the poet see the eagle?
5. What was the weather like?
6. Why are we all 'blessed' according to the poet?
7. What is the 'true circle of motion' a symbol of in your opinion?
8. Why is the eagle a sacred being in the poet's view?

WRITING

1 *What role does nature play in the spirituality of Native Americans? Do you think this vision of nature is similar to that of Romantic poets or not? Compare Joy Harjo's poem with the poem 'The Rainbow' by William Wordsworth that you have read in Module 1.*

Disabilities

There are many different ways of defining disability. The most widely used is the medical definition, according to which a disability is 'an impairment' which makes people unable to carry out normal social roles. There is also a social definition that considers the way disabled people's lives are affected by the barriers society imposes on them.

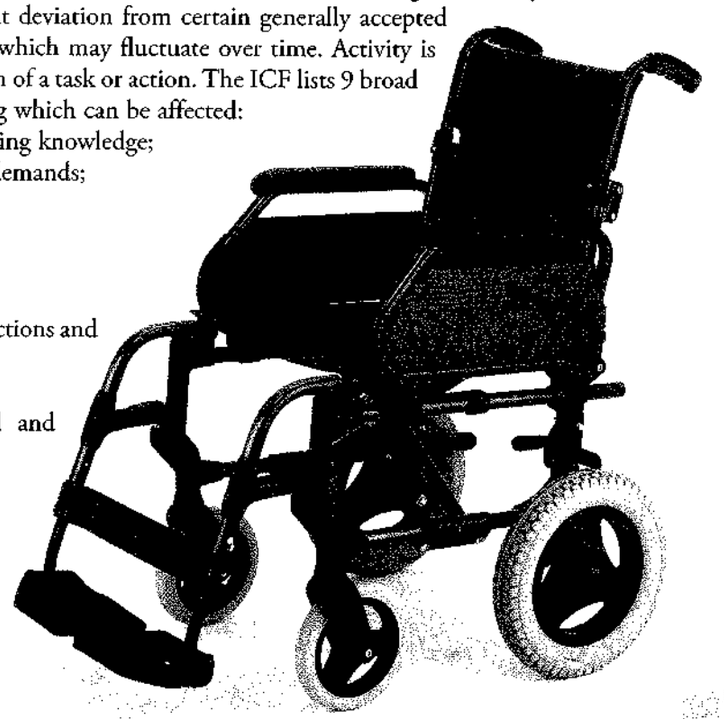
The term is often used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic disease.

On December 13th, 2006, the United Nations formally agreed on the *Convention on the Rights of Persons with Disabilities*, the first human rights treaty of the 21st century, to protect and enhance the rights and opportunities of the world's estimated 650 million disabled people. Countries that sign up to the convention will be required to adopt national laws, and remove old ones, so that people with disabilities would, for example, have equal rights to education, employment, and cultural life; the right to own and inherit property; not to be discriminated against in marriage, children, etc.

The International Classification of Functioning, Disability and Health (ICF), produced by the World Health Organization, distinguishes between body functions (physiological or psychological) and body structures (anatomical parts).

Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other significant deviation from certain generally accepted population standards, which may fluctuate over time. Activity is defined as the execution of a task or action. The ICF lists 9 broad domains of functioning which can be affected:

- Learning and applying knowledge;
- General tasks and demands;
- Communication;
- Mobility;
- Self-care;
- Domestic life;
- Interpersonal interactions and relationships;
- Major life areas;
- Community, social and civic life.



ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is a disability from a medical point of view?
2. What does the social definition of disability consider?
3. What is the *Convention on the Rights of Persons with Disabilities?*
4. How many disabled people are there in the world?
5. What is an impairment in bodily structure or function according to the WHO classification?
6. Which domains can be affected by a bodily impairment?

WRITING

Write sentences which have the same meaning as the following.

1. There are many different ways of defining disability.

.....

2. There is also a social definition that considers the way disabled people's lives are affected by the barriers society imposes on them.

.....

.....

3. Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other significant deviation from certain generally accepted population standards.

.....

.....

LISTENING

While listening to the following text on I CAN, a British charity that helps children with speech problems, fill in the gaps.

HOW AND WHY CHATTER MATTERS

I CAN is a charity that helps children with speech and ..... 1 difficulties across the UK. It has developed a UK-wide network of Early Years Centres to support ..... 2 children with the most severe and complex speech and language difficulties in educational settings. The CBeebies game, Nursery Rhyme Maker, was developed in consultation with an I CAN Early Years Centre.

This article explains the speech and language difficulties pre-school children may encounter and how parents and early years ..... 3 can help.

Can you imagine a world without language? What a frustrating and lonely place it would be. Language is one of the most important skills we will ever ..... 4. Everything we do at home or work requires us to communicate with our families, friends and colleagues. Without language it is

ACTIVITIES

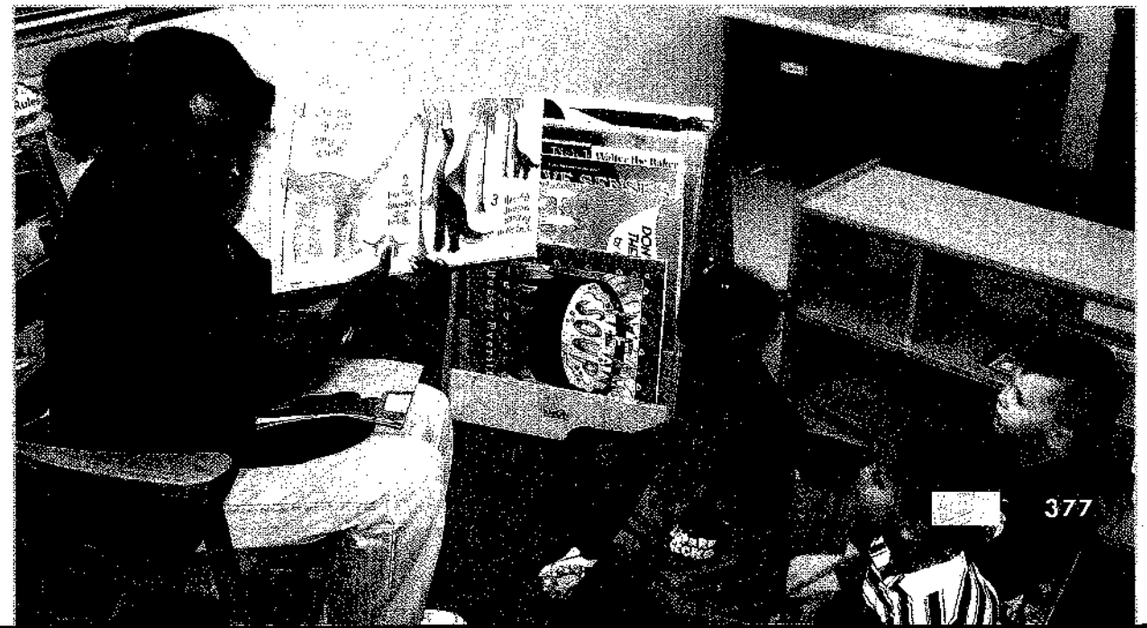
incredibly difficult to share our thoughts and feelings with others, to make lasting ..... 5, to give and receive information and to learn about the world in which we live.

The ability to use and understand language is essential for all children too. Children learn language in such a short space of time and this is why the pre-school years are so crucial, with parents and early years workers playing a ..... 6 role in encouraging children's communication development.

Problems with speech and language are the most common developmental difficulty that children encounter. Studies indicate that as many as 1 in ..... 7 children in the UK have speech and language difficulties and these are particularly prevalent in the early years. Language is central to learning and a recent ..... 8 by the Basic Skills Agency (2002) reported that, in the opinion of teachers, ... 9 of children start school lacking skills that are vital for an effective start to education.

You are now more and more likely to come across a child with difficulty in one or more of the following areas.

- Understanding ..... 10 language: children may have difficulty with understanding the meaning of words and concepts. They may have problems following instructions, understanding ..... 11 and tasks and making sense of what is being said to them. Often children with these difficulties may appear to understand, as they may be getting clues from following other children or guessing from the ..... 12. However, they may also come across as 'difficult' simply because they are not fully understanding what is being said.
- Spoken language: children may have problems with ..... 13 language. They may have difficulty with words or sentence structure. They may struggle to express themselves in play and activities, or to tell people how they feel.
- Speech ..... 14 production: children may have problems with the intelligibility of their speech, they may have a reduced number of sounds available to them and difficulty making particular sounds in simple or longer ..... 15. They may not be easy to understand when they speak or reluctant to speak for fear of not being understood.



ACTIVITIES

FIND THE FIRST SENTENCE

In the following article the first sentence is missing. Read the text carefully and then decide which one of the following sentences is the first.

1. The CIPD research on inclusive learning for all can be downloaded from the CIPD website www.cipd.co.uk/changeagendas
2. Surely, even without the need for specific legislative action these arguments are enough to make employers sit up and take note.
3. Improving the accessibility of e-learning need not involve a large amount of money and resources.
4. E-learning can offer disabled learners new alternative ways to learn because it can be easily adapted to different learning styles, speeds and communications formats.
5. Over time, legislation will enforce the accessibility of e-learning, but this is likely to be piecemeal and fairly long term.

OPENING DOORS TO LEARNING

.....

.....

.....

You can learn at a pace, location and time that suits you, use your preferred choice of media (video, audio, text) and replay sections until your confidence and understanding has been built. In this way, e-learning can create parallel paths to the same learning outcomes tailored for specific audiences, such as disabled learners.

But why is this issue relevant to employers? Given the growth in numbers of people unable to work, demographic changes creating a shrinking talent pool and an ageing workforce, and the ongoing development of disability legislation in the UK, this subject is growing in importance for training practitioners. All training must now be designed with matters of disability and accessibility in mind. And apart from the clear moral and legal obligation to provide effective training to disabled people, there is also a vast untapped potential for employers, which could go a long way towards meeting some of the skills gaps that many industries are suffering.



Inclusive strategy

Making e-learning accessible is likely to benefit everyone, not just those with disabilities. We all have different ways we prefer to learn so an inclusive strategy where learning resources are provided in different formats will provide more effective learning for everyone.

If organisations want to gain maximum value from the training they offer, surely providing truly accessible and usable resources is a good place to start.

Being proactive in regard to accessibility issues also protects organisations from accusations of discrimination and demonstrates a commitment to acting in an inclusive and socially responsible manner.

ACTIVITIES

However, the potential of e-learning can only be realised if e-learning is well designed and the needs of disabled learners are carefully thought through. And this seems to be the main stumbling block. Although, e-learning has rapidly increased in use in recent years, it already has its own demons to confront.

Minimal and often disappointing experiences of e-learning have frequently been reported. It therefore seems that before e-learning can be touted as ' the solution' to providing accessible learning, some fundamental challenges connected to the effective design and development of e-learning need to be addressed.

These include providing attractive and high-quality content, maximising learner motivation and providing effective support to learners.

Furthermore, there appears to be a widespread lack of awareness of accessibility issues, especially at leadership level and among the developers and buyers of e-learning. And this seems to be particularly the case with the implementation of existing legislation and guidelines.

Lifelong learning

The Government surely has a role to play here. E-learning can potentially have a valuable input in the successful implementation of initiatives, such as lifelong learning, social inclusion and increasing the participation of disabled people in the workforce. But this can only happen if the Government takes a stronger and more proactive role.

Raising awareness of this issue is happening too slowly and practical recommendations, information and support are lacking. The drive for improvements needs to come from the procurers of e-learning, who are in a position to demand that certain accessibility standards are met.

(Adapted from *Training magazine*)

Dealing with Disability

3.1

A disability often requires changes in how a person lives, works, travels or spends free time. People who have developed a disability, often have to make adjustment to their daily routine. Community services may help disabled people enabling them to continue living at home.

The novel *The Heart is a Lonely Hunter* by Carson McCullers provides insights into the manner in which disabled people struggle with the adjustments they must make to negotiate daily living. Though several characters in the novel have to face disabilities, the focal point of this sub-theme rests firmly on the character of Mr Singer. Mr Singer is alien to the small community in which he settles, as is his incapacitated Greek friend Antonapoulous. Though he is a deaf-mute outsider and does not have the conventional capacity to communicate, many people turn to him for emotional and moral support, since he has developed his craft to an extraordinary degree.

No Need to Speak

(from Carson McCullers, *The Heart is a Lonely Hunter,* 1940)

In the town there were two mutes, and they were always together. Early every morning they would come out from the house where they lived and walk arm in arm down the street to work. The two friends were very different. The one who always steered the way was an obese and dreamy Greek. In the summer he would come out wearing a yellow or green polo shirt stuffed sloppily[1] into his trousers in front and hanging loose behind. When it was colder he wore over this a shapeless gray sweater. His face was round and oily, with half-closed

Think of other forms of communication besides conventional language.

sloppily

1 in a careless way

eyelids and lips that curved in a gentle, stupid smile. The other mute was tall. His eyes had a quick, intelligent expression. He was always immaculate[2] and very soberly dressed.

Every morning the two friends walked silently together until they reached the main street of the town. Then when they came to a certain fruit and candy store they paused for a moment on the sidewalk outside. The Greek, Spiros Antonapoulos, worked for his cousin, who owned this fruit store. His job was to make candies and sweets, uncrate[3] the fruits, and to keep the place clean. The thin mute, John Singer, nearly always put his hand on his friend's arm and looked for a second into his face before leaving him. Then after this good-bye Singer crossed the street and walked on alone to the jewelry store where he worked as a silverware engraver.(...)

In the dusk the two mutes walked slowly home together. At home Singer was always talking to Antonapoulos. His hands shaped the words in a swift series of designs. His face was eager[4] and his gray-green eyes sparkled brightly. With his thin, strong hands he told Antonapoulos all that had happened during the day. Antonapoulos sat back lazily and looked at Singer. It was seldom that he ever moved his hands to speak at all – and then it was to say that he wanted to eat or to sleep or to drink. These three things he always said with the same vague, fumbling[5] signs. At night, if he were not too drunk, he would kneel down before his bed and pray awhile. Then his plump hands shaped the words 'Holy Jesus,' or 'God,' or 'Darling Mary.' These were the only words Antonapoulos ever said. Singer never knew just how much his friend understood of all the things he told him. But it did not matter.

They shared the upstairs of a small house near the business section of the town. There were two rooms. On the oil stove in the kitchen Antonapoulos cooked all of their meals. There were straight, plain kitchen chairs for Singer and an overstuffed sofa for Antonapoulos. The bedroom was furnished mainly with a large double bed covered with an eiderdown[6] comforter for the big Greek and a narrow iron cot[7] for Singer.

Dinner always took a long time, because Antonapoulos loved food and he was very slow. After they had eaten, the big Greek would lie back on his sofa and slowly lick over each one of his teeth with his tongue, either from a certain delicacy or because he did not wish to lose the savor of the meal – while Singer washed the dishes.

Sometimes in the evening the mutes would play chess. Singer had always greatly enjoyed this game, and years before he had tried to teach it to Antonapoulos. At first his friend could not be interested in the reasons for moving the various pieces about on the board. Then Singer began to keep a bottle of something good under the table to be taken out after each lesson.

The Greek never got on to the erratic movements of the knights and the sweeping mobility of the queens, but he learned to make a few set, opening moves. He preferred the white pieces and would not play if the black men were given him. After the first moves Singer worked out the game by himself while his friend looked on drowsily.[8] If Singer made brilliant attacks on his own men so that in the end the black king was killed, Antonapoulos was always very proud and pleased.

abc

2 very clean and tidy
3 unpack
4 very keen
5 awkward
6 thick cover filled with duck feathers
7 bed
8 almost asleep
9 usual

The two mutes had no other friends, and except when they worked they were alone together. Each day was very much like any other day, because they were alone so much that nothing ever disturbed them.

Once a week they would go to the library for Singer to withdraw a mystery book and on Friday night they attended a movie. Then on payday they always went to the ten-cent photograph shop above the Army and Navy Store so that Antonapoulos could have his picture taken. These were the only places where they made customary[9] visits. There were many parts in the town that they had never even seen.

The town was in the middle of the deep South. The summers were long and the months of winter cold were very few. Nearly always the sky was a glassy, brilliant azure and the sun burned down riotously bright. Then the light, chill rains of November would come, and perhaps later there would be frost and some short months of cold. The winters were changeable, but the summers always were burning hot. The town was a fairly large one. On the main street there were several blocks of two- and three-story shops and business offices. But the largest buildings in the town were the factories, which employed a large percentage of the population. These cotton mills were big and flourishing and most of the workers in the town were poor. Often in the faces along the streets there was the desperate look of hunger and of loneliness.

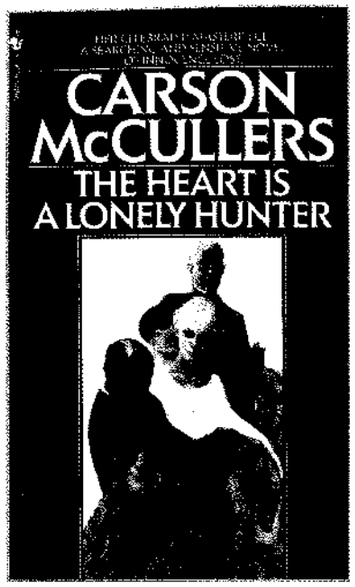
But the two mutes were not lonely at all. At home they were content to eat and drink, and Singer would talk with his hands eagerly to his friend about all that was in his mind. So the years passed in this quiet way until Singer reached the age of thirty-two and had been in the town with Antonapoulos for ten years. (...)

Singer tried to think of the time before he had ever known his friend. He tried to recount to himself certain things that had happened when he was young. But none of these things he tried to remember seemed real.

There was one particular fact that he remembered, but it was not at all important to him. Singer recalled that, although he had been deaf since he was an infant, he had not always been a real mute. He was left an orphan very young and placed in an institution for the deaf. He had learned to talk with his hands and to read. Before he was nine years old he could talk with one hand in the American way-and also could employ both of his hands after the method of

Carson McCullers (1917-1967)
She was born in Columbus, Georgia, in 1917. From the age of five she took piano lessons, and at the age of 15 she received a typewriter from her father. Two years later she moved to New York to study piano at Juilliard School of Music, but never attended the school. She devoted herself to writing instead. She studied creative writing at Columbia and New York universities and in 1936 she published an autobiographical piece, 'Wunderkind', in *Story* magazine. She established her reputation with her first novel *The Heart is a Lonely Hunter*, published when she was just twenty-two. Among her other successful books are *Reflections in a Golden Eye* (1941), *The Ballad of the Sad Café* (1951), and *Clock without Hands* (1961). The characters of her novels, set in the South, are outsiders and victims of social injustices, unable to communicate and trapped by loneliness.





Europeans. He had learned to follow the movements of people's lips and to understand what they said. Then finally he had been taught to speak.

At the school he was thought very intelligent. He learned the lessons before the rest of the pupils. But he could never become used to speaking with his lips. It was not natural to him, and his tongue felt like a whale in his mouth. From the blank expression on people's faces to whom he talked in this way he felt that his voice must be like the sound of some animal or that there was something disgusting in his speech. It was painful for him to try to talk with his mouth, but his hands were always ready to shape the words he wished to say. When he was twenty-two he had come south to this town from Chicago and he met Antonapoulos immediately.

Since that time he had never spoken with his mouth again, because with his friend there was no need for this.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. Who are the characters?
2. What did they look like?
3. Where did the Greek man work?
4. What was John Singer's job?
5. What happened when they went back home after work?
6. How did the two communicate?
7. Where did they live?
8. Why did dinner always take a long time?
9. What did they sometimes play after dinner?
10. Why did they go to the library once a week?
11. What did Antonapoulos do on payday?
12. How long had Singer been deaf?

TEXT ANALYSIS

Answer the following questions.

1. Where is the novel set?
2. Is the setting described in detail or not?
3. What is the atmosphere like in the place where the two characters live?
4. Are the characters described in detail?
5. What kind of narrator is employed?
6. Which narrative mode is prevalent in the excerpt above?
7. What is the language like?

ACTIVITIES

CLOZE EXERCISE

Complete the following short synopsis of The Heart is a Lonely Hunter *with the following words:* **1930s - music - novel - town - shoots - protagonist - title - misery - dignity - girl.**

The Heart is a Lonely Hunter, a ..... 1 in the Southern Gothic tradition. The ..... 2, suggested by McCullers's editor, was taken from Fiona MacLeod's poem 'The Lonely Hunter'. Set in the ..... 3 in a small mill ..... 4, similar to Charlotte of the 1930s, the story tells about an adolescent ..... 5 with a passion to study ..... 6, an unsuccessful socialist agitator, a black physician struggling to maintain his personal ..... 7, a widower who owns a café, and John Singer, the deaf-mute ..... 8 He is confidant of people who talk to him about loneliness and ..... 9. When Singer's Greek mute friend goes insane, Singer is left alone. He takes a room with the Kelly family, where he is visited by the town's misfits. After discovering that his mute friend has died, Singer ..... 10 himself - there is no one left to communicate with him.

Down Syndrome 3.2

People with Down syndrome have certain physical features, such as flatter face, upward slanting eyes, and a somewhat larger tongue. They may have medical problems, too, such as heart defects. And they usually have some mental retardation, which means they may have trouble learning. But despite their challenges, kids with Down syndrome can go to regular schools, make friends, enjoy life, and get jobs when they are older.

But why does Down syndrome happen? Down syndrome (also called trisomy 21) is a genetic disorder caused by the presence of all or part of an extra 21st **chromosome.** Most people have 23 pairs of chromosomes, for a total of 46. A baby with Down syndrome has an extra chromosome (47 instead of 46) or one chromosome has an extra part. This extra genetic material causes problems with the way their bodies develop. Babies with Down syndrome tend to develop more slowly than other people do. They may start walking later than other babies. Some babies also may have problems in their stomachs or a blockage in their intestines that prevents them from digesting food properly. Besides, kids with Down syndrome are more likely to get infections that affect their lungs and breathing. About one out of every 800 babies born has Down syndrome. Anyone can have a baby with Down syndrome, but the older the mother, the greater the risk. Children with Down syndrome go to regular schools and may attend regular classes. Some need special classes to help them in areas where they have more trouble learning.



KEYWORDS

A **chromosome** is a thread-like structure within each cell made up of genes. Genes provide the information that determines everything about people, from hair colour to whether they are girls or boys.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is Down syndrome?
2. What are some of the visible signs of Down syndrome?
3. Do people affected by Down syndrome also have mental problems?
4. Which other health problems do they generally have?
5. Can children with Down syndrome attend regular schools?

SPEAKING

Explain why Down syndrome occurs.

3.3 Autism

Autism is a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting[1] development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities.

Autistic people are different from other people. We hear that all the time, but what does it really mean? Autism causes individuals to experience the world differently from the way most other people do.

It is hard for children with autism to talk with other people and express themselves using words. People who have autism usually keep to themselves[2] and many can't communicate without special help. They also may react to what is going on around them in unusual ways. Normal sounds, for example, may really bother someone with autism – so much so that the person covers his or her ears. Besides, people with autism often can't make connections that other people make easily. For example, when someone smiles, you know the smiling person is happy. But a child with autism may have trouble connecting that smile with the person's happy feelings. A person who suffers from autism also has problems to link words with their meanings.

Besides, autism causes children to act in unusual ways. They might flap[3] their hands, say certain words over and over, have temper tantrums,[4] or play only with one particular toy. Most kids with autism do not like changes in routines and prefer to stay on a schedule that is always the same.

If someone has autism, his or her brain has trouble with an important job: making sense of the world.

Autism affects about one in every 150 children, but no one knows what causes it. Knowing the exact cause of autism is hard because the human brain is very complicated. The brain contains over 100 billion cells called neurons. Each neuron may have hundreds or thousands of connections to other nerve cells in the brain and body. The connections, which are made by releasing neurotransmitters, let different neurons in different areas of the brain work together. For some unknown reason, some of the cells and connections in the brain of a child with autism – especially those that affect

abc

1 having a noticeable effect
2 do not interact with other people
3 move quickly from side to side
4 sudden short periods when someone, especially a child, behaves very angrily and unreasonably

abc

5 adapt



communication, emotions, and senses – do not develop properly or get damaged. Figuring out if a kid has autism can be difficult. Usually, lab tests and other medical tests are normal in kids with autism. Often specialists work together as a team to figure out what is wrong. The team might include a paediatrician, a pediatric neurologist, a pediatric developmentalist, a child psychiatrist, a child psychologist, speech and language therapists, and others.

There is no cure for autism, but doctors, therapists, and special teachers can help children with autism overcome or adjust[5] to many difficulties. Learning how to communicate is always an important first step. Most understand words better by seeing them, so therapists teach them how to communicate by pointing or using pictures or sign language. Some children need special help with living skills (like brushing teeth or making a bed). Others need therapy to help them control their behaviour. Students with mild autism sometimes can attend regular school. But most kids with autism need calmer, more orderly surroundings. Some children with mild autism will grow up and be able to live on their own. Those with more serious problems will always need some kind of help.

ACTIVITIES

READING COMPREHENSION

Answer the following questions.

1. What is autism?
2. When does it appear?
3. Why are autistic people 'different' from other people?
4. How many people suffer from autism?
5. What is the cause of autism?
6. How do we know if a child suffers from autism?
7. Is there a cure for autism?
8. How can we help autistic children?

ACTIVITIES

VOCABULARY

Explain in your words the meaning of the following terms and expressions.

1 Neurological disorder .....
.....
.....

2 Social interaction .....
.....
.....

3 Non-verbal communication .....
.....
.....

4 Routines .....
.....
.....

5 Neurons .....
.....
.....

6 Lab tests .....
.....
.....

WRITING

Write sentences which have the same meaning as the following.

7 Autism causes individuals to experience the world differently from the way most other people do.
.....
.....

8 A person who suffers from autism also has problems to link words with their meanings.
.....
.....

9 The brain contains over 100 billion cells called neurons.
.....
.....

10 Some children with mild autism will grow up and be able to live on their own.
.....
.....

WRITING

And now complete the following short text on autistic children on the basis of what you have read so far.

AUTISM IS A WIDE-RANGING CONDITION

Autism is a wide-ranging condition, about which there is still much to learn. Despite a great deal of empirical research in the past thirty years, the cause of autism is still ..... 1.

In the majority of cases there is no identifiable medical cause. However, it is generally accepted that children with autism suffer from a basic cognitive deficit. This means they have ..... 2 in developing knowledge and understanding of other people and the world in which they .... 3.

Our senses receive signals from the external world which are transmitted to various parts of the .... 4 where they are organised and assimilated to construct a meaningful representation of the world and those who live in it.

People with ..... 5 may have 'islets of intelligence', showing exceptional skills in fields such as music or art which rely largely on auditory and visual memory. It is important to build a warm relationship with a child who is socially and emotionally withdrawn. These children may feel threatened when other ..... 6 attempt to occupy their 'space'.

Children need to be motivated if they are going to make the effort to interact with others, they need to have a reason to communicate. It can be rewarding for the child if he/she ..... 7 different ways of controlling his/her world. As they learn how to put elementary structures together, such as pieces of puzzles, blocks, etc., they have more practice in learning the meaning and word sounds of prepositions.

Communication between parents and staff when the child goes to school is very ..... 8.



LISTENING



While listening to the following article on a robot that helps autistic children, fill in the gaps.

'KASPAR' THE ROBOT HELPS AUTISTIC KIDS PLAY

Autistic children in the UK are learning to develop play skills, which researchers hope will help them .... 1 with others and develop socially, by spending time with Kaspar, a child-size robot.

A team of ..... 2 at the University of Hertfordshire's School of Computer Science in the UK has developed the robot and is testing it in special-education ..... 3 in the region.

Their research is part of the Interactive Robotic Social Mediators as Companions (IROMEC) project, which is funded by the European ..... 4 and besides the UK has participating organisations in the Netherlands, Italy, ... 5 and France.

The project's aim and, in particular, Kaspar – an acronym for *Kinesics and Synchronisation in Personal Assistant Robotics* – is to investigate how robotic .... 6 can become social 'mediators' for human contact, helping autistic children interact with other children and .... 7, according to university researcher Ben Robins.

ACTIVITIES

'Human interaction is multimodal: it's not only complex verbal ..... [1] but also rich body language full of subtle gestures', Robins said. 'All of this is very difficult and very confusing for autistic children.' (...)

Kaspar performs basic actions like ..... [2] or waving, which appeal to autistic children because the actions are simple and predictable, according to Robins. 'Autistic children react in a more social way to toys that are simple in appearance and .... [3] than they do to people', he said. 'They like familiarity and repetitional behaviour.' (...)

In one test, autistic children in a .... [4] initially ignored Robins, but quickly interacted with the robot, which he controlled remotely with a wireless keypad. 'But once they linked me to Kaspar, they started to interact with me, taking me by the ..... [5] and leading me to the robot', he said.

In another test, the researcher let children operate Kaspar themselves. He put stickers with expressions on the keyboard to show which buttons to press to give the robot a ..... [6] or sad face. (...)

Although Kaspar can be classified as a humanoid robot, it does not hide its mechanical parts, which are clearly visible, for instance, between the head and body. 'We don't want to encourage bonding with a machine', Robins said. 'It's very important that children see this is a robot and know it's a machine.'

Kaspar's face is a silicon-rubber mask. It has two ..... [7] equipped with tiny video camera lenses and a mouth capable of opening and smiling. (...)

The goal of the € 3.22 million IROMEC project is to develop a reliable and affordable robot that therapists, teachers and parents can use in schools and homes to help autistic children and others with disabilities learn a range of play skills and, perhaps most importantly, allow others to join in.

Project team members include experts in robotics and computers as well as ..... [8] and pedagogy.

It's not clear yet if Kaspar will wind up being the final robot of the project — research is slated to continue until October 31st, 2009.

(Adapted from *Computerworld*)

KASPAR

Kinesics And Synchronisation in Personal Assistant Robotics

UH

Meet KASPAR

KASPAR is a child-sized humanoid robot developed by the Adaptive Systems Research Group at the University of Hertfordshire.



Rain Man

The film tells the story of an autistic savant[1] and his initially self-absorbed[2] brother. It effectively shows the very different way people with autism think and act compared with 'normal people'. At the same time, it also portrays the very human qualities an autistic person possesses.



Main Characters

Charlie Babbitt – *Tom Cruise*. A young Los Angeles businessman who sells expensive sports cars.

Raymond Babbitt – *Dustin Hoffman*. A 'high level' autistic man who lives in a home for the mentally disabled in Ohio.

Susanna – *Valeria Golino*. Charlie's Italian girlfriend.

Dr Bruner – *Jerry Molen*. The administrator who is responsible for taking care of Raymond at the Ohio home where he lives.

Film Synopsis

At the beginning of the film, Charlie Babbit is a stubborn, close-minded expensive car dealer, who is at war with his own life. As a young teenager, Charlie used his father's 1948 Buick convertible without his father's permission and as a result, he went to jail for two days as his father reported it stolen. When his father dies, Charlie returns to his childhood home to take care of his father's property, only to find out that virtually all of his dad's $ 3,000,000 estate was left to an unnamed person in trust.[3]

After doing some investigating, Charlie learns that the trust was for a person who lived in a home for mentally disabled people near his parents' house. While visiting this institution with his girlfriend, Susanna, Charlie makes an astonishing



abc

1 someone who has mental problems but who can do one thing very well, such as adding numbers very quickly
2 interested only in himself and in the things that affect him
3 a legal document which gives property to another person

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discovery: the person to whom the trust was given is an autistic man named Raymond Babbitt, who turns out to be Charlie's unknown older brother.
In his confusion, anger and greed, Charlie decides to take Raymond back with him. Raymond is probably not prepared to leave the Ohio institution he has lived in his entire life, but Charlie is determined to get what he thinks is his 'fair share' of his father's estate. Thus, Charlie decides to fight for legal custody of his brother, as a way of getting to the $ 3,000,000 that his father had left for Raymond.
In their journey back to Los Angeles, Raymond nearly drives Charlie crazy with the maddening characteristics that are a function of his disease. But eventually, Charlie slowly learns of the genius within his brother. Autistic savants have the ordinary limitations of most autistics, but they also have special mental skills that are reflective of pure genius. For example, in the case of Raymond, he appears to have both the memory and the basic maths abilities of a computer. In the end, Raymond has a profound influence on Charlie, and thus Charlie eventually grows to love and accept his brother exactly as he is.

FILMIC COMPREHENSION

Watch the film and then answer the questions below.

1. How did Charlie change from the beginning of the film to the end?
2. Was it in Raymond's best interest to travel to Los Angeles with Charlie?
3. Would it have been in Raymond's best interest to stay and live with Charlie?
4. Was Charlie 'entitled' to half of his father's estate?
5. Have you seen this film? If so, did you like it? Why? Why not?



HOW TO ANALYSE A LANDSCAPE

Landscapes are places where men and women live, work, travel around and find essential resources such as water and soil in which to grow crops. Landscapes therefore reflect the activities of the people who live in them. Different landscapes can be described as 'urban', 'rural', 'agricultural' and so on.
There are essentially two main categories of landscape:

1) so-called 'natural' landscapes, which are relatively untouched by human activity. Inaccessible mountain peaks and dense forests fit into this category;
2) landscapes that have been designed both by people and for people. This is the biggest category, comprising practically all of the landscapes in which we live.

But what different elements go to make up a landscape?
Each landscape has a first plane that is in the foreground, a second plane in the middle ground and a third plane, in the background. Of course, the same idea could be worked in reverse order, starting from the horizon and working back to the front of the image.
When describing a landscape you must focus on the colours used (for example, green of the grass, of the trees, of the mountains, etc.); on the shapes to be seen such as rounded hills, winding or straight paths and roads. Pay particular attention to any slopes. For example, if your landscape includes a mountain, try to work out which of the slopes are in the sunshine and which are in the shade. Then focus on the contours which may be more or less pronounced.
The vegetation tells you what time of year it is in this landscape. The colours of a landscape also change according to season.
In a landscape you can also see some traces of the past, such as ruined castles, ditches, very old trees, or other ruins.
Finally look for signs of human activity in the landscape, such as crop fields, buildings, paths, roads, or domestic animals.

CLOZE EXERCISE

Read the following presentation of an art exhibition and fill in the gaps with the following words: **Indians** ◦ **Montana** ◦ **times** ◦ **culture** ◦ **Cavalry** ◦ **mythic** ◦ **world** ◦ **twenty-five** ◦ **feather** ◦ **battles.**

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MYTH AND REALITY: THE ART OF THE GREAT PLAINS
ON VIEW THROUGH DECEMBER 30th, 2007

Fenimore Art Museum presents *Myth and Reality: The Art of the Great Plains,* an exhibition of more than ..... 1 narrative artworks by Plains Indian artists chronicling 19th-century life and ..... 2 on the Great Plains. Drawn from Fenimore's Thaw Collection and the



Minneapolis Institute of Arts, these artworks tell the stories of the Plains ..... and unravel some of the myths surrounding the Great Plains. This exhibition will be on view through December 30th, 2007.

For America and most of the ...., the Great Plains evokes images of painted tipis, savage buffalo hunts, and warriors on horseback wearing elaborate .... headdresses. Frederic Remington, as well as other artists, anthropologists, explorers, businessmen, and Hollywood moviemakers have all had a hand in shaping a ..... vision of the American West. These stereotypes promoted in popular culture were so pervasive that many people came to accept them as fact.

Native American artists, however, created complex and individualised renditions of the reality of their own life and ..... . This exhibition features Plains artists' representations from their own culture through four distinct subject areas: Horses, Women, The 'Other' and The Battle of Little Bighorn. Each subject explores a richer, more nuanced, and personalised account of life on the Great Plains as experienced by the people that lived there.

Life histories and important events, such as ..... , were recorded in narrative drawings and paintings on buffalo hides, muslin and paper. This exhibition includes several pictorial representations of the well-known confrontation between the United States ..... and the Plains Indians, The Battle of Little Bighorn, which took place in June of 1876 in today's south-central ..... .

Myth and Reality: The Art of the Great Plains was guest curated by Joe D. Horse Capture, A'aninin (Gros Ventre), Associate Curator, Africa, Oceania and the Americas, Minneapolis Institute of Arts. The exhibition is funded in part by the Institute of Museum and Library Services.

NATIVE AMERICAN PEOPLE

American artists were fascinated with the notion of an exotic yet generic 'other' that the Native American subject provided and many non-Native American artists have portrayed Native American people.

Frederic Remington, an American artist who greatly shaped how Americans perceived the West, provided a romanticised view of Native American life, often depicting Native Americans as noble savages or ruthless warriors. Even today's 'Western' artists portray Native American people as if they were living in the past-frozen in an idealized timeless era. These images still account for much of the romanticism that is associated with historic Native American culture.

Frederic Remington (1861-1909)



He was born in New York in 1861. He attended the art school at **Yale University**, finding that football and boxing were more interesting than art, and then returned home when his father died to assume some clerical work in **Albany, New York**. He soon began to submit illustrations, sketches, and other works for publication with the western theme. Although he is world-famous for his many depictions of life in the **American West**, Remington only visited the region briefly several months at a time. In **1898** Remington was a war correspondent and illustrator for the **Spanish-American War**. Although he soon became bored with his task, he was present to witness the **assault on San Juan Hill** by American forces, including those led by **Theodore Roosevelt**. Frederic Remington died after an emergency **appendectomy** led to **peritonitis**.

PAINTING ANALYSIS

Look at the painting on the right and then answer the following questions.

1. What can you see in the foreground? And in the background?
2. What is the man in the foreground doing?
3. Where is the scene set?
4. Which colours are employed?
5. What feelings does this painting arouse in you?



THE WORLD OF PAINTING



Ransom G. Holdredge (1836-1899)

Known early in his career for his paintings of Indians in landscapes, he was a major late 19th century figure in Northern California art circles.

He was born in New York City in 1836 and in the 1850s, he became a resident of San Francisco where he worked as a draftsman.

In 1874, he began two years of study in France and there changed from work that emphasised the majesty of nature and the peaceful existence of the Indians in their natural environment to French Impressionist style landscapes.

During the 1880s, he travelled extensively in the American Northwest and Western Canada and lived for long periods among the Indians.

He died in April 1899 in the Alameda County Infirmary from alcoholism and malnutrition.

WRITING

Write a description of Sioux Camp in the Rocky Mountains *by Ransom G. Holdredge. Focus on the following points.*

- *background/foreground;*
- *use of colours/light;*
- *focal point;*
- *atmosphere.*



grammar practice

LA FORMA PASSIVA

Il passivo si forma con l'ausiliare *be*, coniugato nei vari tempi, seguito dal participio passato del verbo principale.
Volgendo una frase dalla forma attiva a quella passiva, il complemento oggetto diventa soggetto, mentre il soggetto diventa complemento d'agente. Quest'ultimo, che spesso non è necessario che sia specificato, in inglese è introdotto da *by*.
Notate che il tempo della frase attiva è mantenuto anche nella forma passiva. Vediamo alcuni esempi:

Es. Jane **invites** Tom to her party. → Tom *is invited to her party* by Jane.
Shakespeare **wrote** *Hamlet*. → Hamlet *was written by Shakespeare.*
They **have opened** a new shop. → *A new shop has been opened by them.*
He **should buy** a new bike. → *A new bike should be bought by him.*
Tom **will cut** the grass. → *The grass will be cut by Tom.*

EXERCISE *Write passive sentences.*

1. This beer ..... (to make) by a German producer.
2. No passport .....(to require) to go to England.
3. Lunch .....(to serve) from 12.30 to 1.30 p.m.
4. A new disco ..... (to open) in the town centre next month.
5. What kind of vegetables ..... (to grow) in your garden?
6. Two years ago New Orleans ..... (to flood).
7. We don't know when the town ..... (to found).
8. My wallet ..... (to steal) at the supermarket.
9. The cake must ..... (to bake) for an hour.
10. Wine ..... usually ..... (to age) before ..... (to drink).

EXERCISE *Transform the following sentences into the passive form.*

1. They found a mobile phone in the school gym yesterday.
   .....
   .....
2. We will buy a new printer next month.
   .....
3. James bought a present for Helen.
   .....

1 Tom has just written a new novel.
.....

2 Helen can prepare dinner for you tomorrow.
.....

3 Farmers pick grapes in September.
.....

4 Children should drink fewer soft drinks.
.....

5 The English colonised many countries all over the world.
.....

6 The plumber replaced a pipe in my bathroom yesterday.
.....

7 Governments all over the world should take measures against starvation.
.....

EXERCISE *Build correct sentences using the passive of the verbs in brackets.*

1 Tea (to grow)
2 The light bulb (to invent)
3 The telephone (to invent)
4 The ceiling of the Sistine Chapel (to paint)
5 Leonardo da Vinci's Mona Lisa (to steal)
6 The first Olympic Games (to hold)
7 England (to invade)
8 The US Declaration of Independence (to sign)
9 The world's first postage stamp (to introduce)
10 Thirty-seven plays (to write)

A from the Louvre in 1911
B Michelangelo Buonarroti
C in India
D in Greece, in 776 BC
E Thomas Alva Edison
F in 1876 by Alexander Graham Bell
G William Shakespeare
H in England in 1840
I in 1776
J William the Conqueror in 1066

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

EXERCISE *Translate the following sentences into English.*

1 Un nuovo ponte è stato costruito sul fiume della nostra città.
.....

2 Il termine 'Impressionismo' fu coniato per la prima volta nel 1874.
.....

3 Il museo è stato chiuso l'anno scorso per lavori di restauro.
.....

4 Una macchina elettrica può essere affittata per spostarsi nel centro cittadino.
.....

5 Solo chi ha il biglietto è ammesso allo spettacolo.
.....

6 L'albergo è stato prenotato un mese fa.
.....

7 La nuova scuola sarà terminata entro la fine dell'anno.
.....

8 In questo castello si tengono ogni anno molte mostre interessanti.
.....

9 Qui si parla tedesco.
.....

10 Questo affresco è stato dipinto nel Medio Evo.
.....

11 Questo fenomeno non è ancora stato studiato.
.....

12 I nomi dei vincitori del concorso saranno pubblicati nel giornale locale.
.....

EXERCISE *Underline the correct option.*

1 My brother has decided/is decided to visit England.
2 Twenty people arrested/were arrested by the police.
3 The convention will hold/will be held at the Palace Hotel.
4 Columbus discovered/was discovered America in 1492.
5 Too much water wasted/is wasted every year.
6 A new gym will be opened/was opened next week.

EXERCISE *Read the following recipe and then rewrite it using the passive.*

HONEY CAKE

- Set oven to 180 °C.
- Grease and flour a 24-cm round cake tin.
- Cream together the margarine, sugar and honey.
- Beat the eggs.
- Fold in the flour, salt, cherries and lemon rind.
- Add the milk.
- Bake for one hour.

– Oven is set to 180 °C.
– .....
– .....
– .....
– .....
– .....
– .....

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