MIDDLE EAST TECHNICAL UNIVERSITY
DEPARTMENT OF BASIC ENGLISH

MORE TO READ II

ANKARA, 2006

Compiled, Edited and Prepared by

Hilal Dinçer and Necmiye Türkan

CONTENTS

SOCIAL SCIENCES

Law and Justice *1*

1. The Tichborne Case + vocabulary practice 2
2. The Thrill Of Shoplifting + vocabulary practice 5
3. Punishment Takes Many Forms + vocabulary practice 8
4. The Science Of Murder + vocabulary practice 12
5. DNA Fingerprinting 15
6. DNA Helps Solve Crime 17
7. Can Laws Stop The Obsessed? 19
8. Can Mediation Produce Justice? + vocabulary practice 22
9. Stolen Innocence 26
10. Criminal Rehabilitation 28
11. Scottish Village Sticks By Its Benefactor 31
12. Life In The Grid 34

Psychology *37*

13. Types Of Love 38
14. Branches Of Psychology 41
15. Why We Laugh 44
16. What Do Most People Regret? 46
17. Role Playing With Attitude 49
18. Childhood Fears 52
19. Illusions 54
20. Factors Influencing Pro-social Behavior + vocabulary practice 56
21. The Study Of Behavior + vocabulary practice 60
22. Addictive Personality + vocabulary practice 64
23. Schizophrenia + vocabulary practice 67
24. Natural Born Killers (Part I) 71

    Natural Born Killers (Part II) + vocabulary practice 74

Sociology *79*

25. Siblings 80
26. Are We Living In A Walk-On-By-Society? 82
27. Who Talks More, Men Or Women? 84
28. Language And Sex 86
29. Do Men And Women Speak The Same Language? 89
30. Living In A Fish Bowl 91
31. Let Boys Be Boys 94
32. Marry Me Not My Money + vocabulary practice 96
33. Marry For What? 99
34. Together In Giving 102
35. Like Father, Like Son 105
36. Conformity + vocabulary practice 108
37. Urban Development Matters + vocabulary practice 112
38. Are Feminists Alienating Women From The Sciences? + vocabulary practice 117
39. Chaos Theory + vocabulary practice 121

Anthropology *124*

40. A Good Life + vocabulary practice 125
41. Who's A German Then? + vocabulary practice 128

42. Japanese Style In Decision Making + vocabulary practice 132
43. The IKS + vocabulary practice 135
44. The Mountain People-IK + vocabulary practice 139
45. Time As A Social Construction + vocabulary practice 142
46. Melting Pot Or Salad Bowl + vocabulary practice 146
47. The Stolen Generation + vocabulary practice 149
48. Aboriginal Land Claims + vocabulary practice 152
49. Ethnic Boundary Markers + vocabulary practice 156
50. The Culture War 160
51. Culture And Fieldwork 163

Education **166**
52. Co-education: A High Price To Pay + vocabulary practice 167
53. The Teenage Teachers + vocabulary practice 170
54. Who Needs A Degree + vocabulary practice 172
55. Unschooling + vocabulary practice 177
56. How Europe Fails Its Young + vocabulary practice 180

Recreation and Leisure **184**
57. Setting Limits: TV-Watching Is Not a Constitutional Right + vocabulary practice 185
58. The Olympics 188
59. Underwater Concerts 190
60. Girl Power + vocabulary practice 192
61. The High-flyer + vocabulary practice 195
62. Paragliding + vocabulary practice 197
63. Downhill All The Way-To Casualty 200
64. Climber Fights For Life On Mountain 202
65. Into The Clouds Of Everest 204
66. EverQuest-Farewell To Violence + vocabulary practice 206
67. Kings Of The Road 210
68. Kings Of Spray 212
69. The Art And Psychology Of Motion Pictures 215

Economics **218**
70. Enough 219
71. Affluenza + vocabulary practice 222
72. Sale Of The Century 226
73. Why EU Must Say Yes To Turkey + vocabulary practice 228
74. The Rise Of Asia + vocabulary practice 232
75. IMF Lost its Purpose 236
76. Abolish The IMF + vocabulary practice 238
77. Globalization + vocabulary practice 242
78. Economic Growth 245

Ethics **248**
79. A Nation Of Cheaters 249
80. Ethics Of Internet 251
81. Patenting Genes: Ethical Or Not 253
82. Sara Bennet 255
83. An Ethical Quandry 258
84. The Common Good + vocabulary practice 260

85. Harvey Oswald + vocabulary practice 263
86. Legalizing Euthanasia: A Significant Move + vocabulary practice 267
87. The Ethics Of Chemical Weaponry + vocabulary practice 271
88. Cloning is Moral + vocabulary practice 275

Politics *279*
89. Super Terrorism 280
90. Bin Laden's Bad Bet 282
91. The Nature Of Politic Action 285
92. Political Identification + vocabulary practice 287
93. The Individual Level Of Analysis + vocabulary practice 291
94. Why Paris Is Burning + vocabulary practice 296
95. The Decline Of America's Soft Power + vocabulary practice 300
96. Europe's Transformative Power + vocabulary practice 304
97. The Velvet Hegemony 308

History *312*
98. The Lost Temple Of Java 313
99. Columbus's Voyage To America 315
100. King Arthur 318
101. Three Thousand Years Of World Trade 320
102. An Ancient Disk's Secret Message 323

SCIENCE AND TECHNOLOGY *325*
Technological Advances
103. What A Good Idea 326
104. Men Or Machines 328
105. Computers 330
106. E-books E-merge 332
107. Electric Lighting 334
108. Enter A New World + vocabulary practice 336
109. Lasers + vocabulary practice 339
110. Napster + vocabulary practice 343
111. Soaking In Spam + vocabulary practice 346
112. Turn Off That Cell Phone + vocabulary practice 349

Biology / Genetics *353*
113. Human Genome Project 354
114. Not In The Genes 357
115. Not Now, Dr. Miracle 359
116. Iceland's Blond Ambition 362
117. The Key : When Life Begins + vocabulary practice 365
118. Ban Cloning Or Not? + vocabulary practice 369
119. Cloning The New Babes 373
120. Genetically Altered Food + vocabulary practice 375
121. Brain Gene 'Clue To Ageing' + vocabulary practice 379
122. Animal Behavior + vocabulary practice 382

Biology / Health and Medicine *385*
123. Why Rock Fans Faint 386
124. Healing Illnesses 388
125. The Actual Cause of Obesity 390
126. Nirvana Behind Bars 392

127. SARS Cases Climb 394
128. Behind The Science of Mad-Cow Disease 397
129. Who Says Who Is Mad 400

Space and Astronomy *403*
130. How Lunar Eclipses Have Changed History + vocabulary practice 404
131. E.T, You May Be Home Already 408
132. Will We Travel to The Stars? + vocabulary practice 409
133. China Works To Put Astronauts In Orbit + vocabulary practice 413
134. Roswell : The Whole Story + vocabulary practice 416
135. Black Holes + vocabulary practice 420

Environment *424*
136. Why Mother Nature Should Love Cyberspace + vocabulary practice 425
137. Africa's Dry Lands + vocabulary practice 429
138. New Threats To The Endangered Species Act + vocabulary practice 432
139. Aliens In The Palace 436
140. Causes of Endangerment + vocabulary practice 438
141. The Era Of High-Tech Pollution + vocabulary practice 442

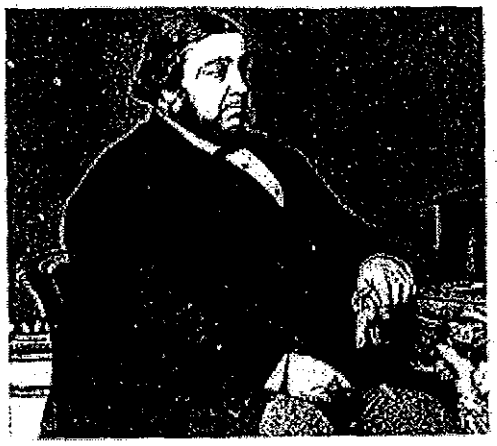
Miscellaneous *445*
142. Arnold's Dream 446
143. Language: Is It Always Spoken? 448
144. The Sick World Of The Snipers 450
145. Henry Ford 453
146. Beating The Bullies 456
147. Dolphin's Mystery Powers Cure Slim-Mad Jemima 458
148. An Extreme Act: Self-Mutilation 460
149. Extreme Standards of Beauty 462
150. Kids Go Through The Euroblender 464
151. Keeping Our Distance 466
152. The Miracle: Helen Keller 469
153. A Nation of Nicknames 471
154. Science Of The Supermarket 473
155. Fashion: The Art Of The Body 475
156. The Mystery Of The Disappearing Author 478
157. Jesse Owens 480
158. After The Dalai Lama 482
159. Last Brick In The Kinder Gulag 484
160. How Well Can Horses Hear? 487
161. Merchant Of Venom 489
162. Penguin Crechès 491
163. Tick, Buzz, It's That Time Again 494
164. The Poppy-Blessing and Curse 496

APPENDIX A: LOGICAL SEQUENCE **500**
APPENDIX B: PARAGRAPH COMPLETION **507**
APPENDIX C: ACADEMIC VOCABULARY LIST **515**
REFERENCES **542**

SOCIAL SCIENCES

LAW AND JUSTICE

1 THE TICHBORNE CASE



1 In 1854, a young English aristocrat, Sir Roger Tichborne, fell in love with his cousin Katherine and proposed to her. Both families were strongly opposed to the marriage, and Sir Roger, heartbroken, left England to travel around the world and try to forget. His ship sank off the coast of America and he drowned. His body was never recovered, but after three years he was officially declared dead and the family fortune passed to his nephew, Henry. Sir Roger's mother, however, refused to believe that he was dead and ***advertised*** all over the world for news of her long-lost son.

2 In 1866, one of these advertisements came to the attention of Thomas Castro, a butcher in Wagga Wagga, Australia. He wrote to Lady Tichborne ***claiming*** to be Sir Roger and apologizing for not having written to her for 12 years. He said that he would like to come home but had no money. Lady Tichborne was overjoyed that her "son" had been found. She wrote back, suggesting that he should visit a ***former*** family servant, named Bogle, who was living in Sydney.

3 Castro discovered as much as he could about the Tichborne family and visited Bogle, an elderly and rather short-sighted gentleman. Despite the fact that Castro was ten centimeters shorter and ten kilograms heavier than Sir Roger, Bogle ***confirmed*** that he was real. Castro explained that the hardships of life in Australia had changed his appearance. On receiving a letter from Bogle, Lady Tichborne sent enough money to pay for the fare back to England.

4 When she met Castro, Lady Tichborne was ***convinced*** that he was her son and arranged for him to receive £1,000 a year, a very large sum of money in those days. If Castro had not been greedy, that might have been the end of the matter, but he insisted that he was the rightful **heir** to the title and to the entire family fortune, which was extremely large. Apart from Lady Tichborne and the family solicitor, members of the family and friends were not convinced and started to look for ***evidence*** to disprove Castro's claims. The real Sir Roger had been brought up in France and spoke French fluently, but when Thomas Castro was addressed in French, he could not reply. He said that he had forgotten how to speak French because there had been no opportunity to use that language in Australia.

5 ***Eventually***, in 1871, the matter went to court, and although his most important **ally**, Bogle, had died by that time, Castro pressed ahead with the case. Henry Tichborne's lawyers soon discovered that this man was neither Sir Roger Tichborne nor Thomas Castro. In fact, he was Arthur Orton, who had been born in Wapping in London and had spent most of his life in Chile. He was also wanted by the Australian police for horse-stealing.

6 Nevertheless, the claimant managed to produce a hundred witnesses who swore under **oath** that he was who he claimed to be. After a hearing of 102 days, the court found that he was not Sir Roger Tichborne. Castro, alias Orton, was then arrested and charged with perjury, that is, with telling lies in court. After a second trial lasting 188 days, he was found ***guilty*** and sentenced to 14 years in prison. He still ***maintained*** that he was Sir Roger, but when he was ***released*** from prison in 1884, he finally admitted that he was an **imposter**. He died on 1 April 1898.

A. The following words are boldfaced in the text. Match them the following words with their definitions. Put the letters on the lines provided. There are more definitions than you need.

____	1. heir (para. 4)	a)	a person who pretends to be someone else to deceive others
____	2. ally (para. 5)	b)	a person who legally receives money, property, or a title from another person who dies
____	3. oath (para. 6)	c)	a type of lawyer who gives advice about the law and sometimes represents people in court
____	4. imposter (para. 6)	d)	a person who helps or supports someone else
		e)	a promise to tell the truth in a law court
		f)	a false name that someone uses to keep his real name secret

B. Mark the following statements True (T) or False (F).

T F 1. Three years after the ship sank, Lady Tichborne received a letter from a man living in Australia.

T F 2. Lady Tichborne didn't send Thomas Castro enough money to return to England until the former family servant, Bogle, confirmed that Castro was her son.

T F 3. Castro didn't find £1,000 a year enough, so he insisted that he should have access to the whole family fortune.

C. Mark the best choice.

1. Which of the following is **TRUE** according to the text?
   a) Castro had never been to London before.
   b) Henry Tichborne doubted that Castro was his lost uncle Sir Roger.
   c) Castro knew nothing about the Tichbornes before he visited Bogle.
   d) Castro died in prison in 1898.
2. Castro was imprisoned for 14 years because he _____.
   a) stole the Tichborne family fortune
   b) actually killed Sir Roger
   c) stole horses in Australia
   d) told lies in court

D. Answer the following questions.

1. Why did Sir Roger decide to leave England and travel around the world?

   _____

   _____.

2. What was the difference between Castro and Sir Roger in terms of physical appearance?

   _____

   _____.

3. What evidence helped the family members and the solicitor be convinced that Castro was not Sir Roger?

   _____

   _____.

VOCABULARY PRACTICE :

A. The following words are italicized in the text. For each item, mark the choice that gives its SYNONYM in that meaning.

1.	advertise (v.) (para. 1)	a) promote	b) search	c) publicize	d) require
2.	claim (v.) (para. 2)	a) state	b) request	c) demand	d) agree
3.	convinced (adj.) (para. 4)	a) suspicious	b) certain	c) doubtful	d) insecure
4.	evidence (n.) (para. 4)	a) answer	b) suggestion	c) proof	d) ideas
5.	eventually (adv.) (para. 5)	a) accidentally	b) unfortunately	c) finally	d) luckily

B. The following words are italicized in the text. For each item, mark the choice that gives its ANTONYM in that meaning.

1.	former (adj.) (para. 2)	a) previous	b) present	c) foster	d) experienced
2.	confirm (v.) (para. 3)	a) refute	b) approve	c) confess	d) verify
3.	guilty (adj.) (para. 6)	a) devoted	b) responsible	c) dependable	d) innocent
4.	maintain (v.) (para. 6)	a) deny	b) argue	c) insist	d) swear
5.	release (v.) (para. 6)	a) free	b) desert	c) hold	d) liberate

C. Fill in the blanks with the correct forms of the italicized words from section A and B. Use each word only ONCE.

* Michael Jackson was accused of molesting a 13-year-old boy. His case was (1)_____ settled out of court as the boy's family and Jackson reached an agreement. However, Jackson continued to (2)_____ his innocence because the scandal caused his popularity and music sales to slide.

* A hostage situation involving a man who had just been (3)_____ from prison earlier this month ended peacefully. Negotiators were able to (4)_____ the gunman to put the gun down.

* Iraq's (5) _____ president Saddam Hussein stated in the court that he had been tortured while in US custody. However, the Iraqi judge who prepared the case against Hussein said there was no (6)_____ he had been beaten.

* A Massachusetts teenager was found (7)_____ last week in federal court to a series of crimes including hacking the internet and making bomb threats to high schools in Florida. During the trial, he spoke only to (8)_____ his name and date of birth.

* While some firms (9)_____ they produce high quality goods, consumers are unable to tell if this is really the case. Obviously, firms should find better ways to (10)_____ and persuade the customers.

2 THE THRILL OF SHOPLIFTING

1 Some 800,000 times a day, a tableau of temptation, fear, and excitement plays out in the crowded aisles of department stores and supermarkets, frequently over such unlikely objects as batteries and souvenirs. Shoplifting is a window into our desires: shopkeepers like Brandy Samson, who manages a jewelry store, uses shoplifting as a guide to taste. "We know what's trendy among teens by seeing what they steal," she says. Checkpoint, a top retail-security company, is predicting a $1 billion jump in shoplifting losses in the current economic recession this year owing to more people out of work and fewer salesclerks to watch them as they nervously walk down the aisles heaped with DVDs, underwear, and chocolate bars.

2 Shoplifting was the first distinctly modern crime, a product of late-19th-century mass merchandising. "Consumer culture manipulates the senses of the shoppers and seduces them, weakening their ability to ***resist*** temptation," says Lisa Tiersten, a cultural historian at Barnard College in New York. Department stores prove an irresistible attraction to otherwise respectable housewives. The idea of respectable middle-class women stuffing their clothes with stolen goods was so irritating to the Victorian sensibility that, in 1890, a ***mental*** disorder was introduced to explain it: *kleptomania.* Psychiatrists no longer believe, as they once did, that it originates in the uterus. Kleptomania is still a recognized condition, although rarely diagnosed these days. The majority of habitual shoplifters, experts say, ***suffer*** from nothing more exotic than ***addictive***-compulsive disorder; the rest ***include*** professional criminals, drug addicts supporting their habits, and thrill seekers — who are often high-school kids. By some ***estimates***, a quarter of all shoplifters are teenagers.

3 A few decades after the naming of kleptomania, a six-year-old named Gretchen Grimm began one of the longest ***criminal*** careers in history, stealing a lipstick for her mother at a Woolworth's. The only daughter in a family with seven older sons, Grimm felt ***neglected*** and began stealing in order to win her mother's attention and affection. It ended last year when Grimm, at the age of 83, finally kicked the habit with the help of psychotherapy and the anti-anxiety drug Paxil. Over the intervening years, while she raised five children and worked as a nurse at the University of Iowa, she stole clothes, jewelry, toilet paper, towels, pencils, pieces of stone, and the like. At the moment of theft, she says, "you feel wonderful, elated, cool, and cunning." However, immediately afterward, guilt would set in, and often she would actually sneak her loot back into the stores.

4 Grimm's story ***illustrates*** two important truths about shoplifting. The first is the powerful ego boost it can provide, especially to insecure young people. In that context, experts say a single case is not necessarily a cause for parents to panic. "As an isolated thing, most 12-year-old girls with a peppery personality do it once," says child psychiatrist Elizabeth Berger, author of *Raising Children With Character.* The other lesson is that a crime which can be committed with equal ease by school kids and old ladies is pretty hard to stop. Grimm had only one serious arrest and hid her habit from her family for almost her entire life. She started getting caught more often in her 80s and would call her psychiatrist, Dr. Donald Black. "She usually got away with it because she's old," Black says. Technology has provided shops with a new generation of sensor tags sewn inside clothes or hidden in packaging. Cameras now are common in large stores, hidden in clocks, smoke alarms, even the push-bars on fire-exit doors. However, most stores, as every shoplifter knows, are reluctant to ***pursue*** criminal cases against amateur crooks, ***reasoning*** that the cost in publicity and the possibility of false arrest are not ***worth*** the gain.

A. Mark the following statements True (T) or False (F).

T F 1. Shoplifters do not often feel fear and excitement when they steal small items like batteries.

T F 2. Psychiatrists used to believe that kleptomania was a disorder coming from birth.

T F 3. According to Dr. Black, Grimm no longer does shoplifting due to her old age.

B. Answer the following questions.

1. In what way can shoplifting be a guide to taste for shop owners?

_____

_____.

2. What two factors may cause the increase in shoplifting, according to Checkpoint?

a) _____

b) _____.

3. Why did people need to invent a mental disorder called *kleptomania*?

_____

_____.

C. Fill in each gap using the information in the text.

* According to Lisa Tiersen, (1)_____ causes people to steal as it weakens their resistance to temptation, influences their senses, and seduces them into getting what they see in shops.
* Habitual shoplifters can be divided into four main groups: people who (2a)_____, (2b)_____, (2c)_____, and (2d)_____.
* Particularly (3a)_____ who feel (3b)_____ may resort to stealing to satisfy their ego. However, experts say that just one case of stealing is normal for an isolated child with a bad-tempered and easily annoyed personality.
* In order to prevent stealing, large stores hide (4a)_____ inside clothes or packaging. They install cameras in (4b)_____, (4c)_____, and (4d)_____.
* (5a)_____ and (5b)_____ cause most shops not to pursue criminal cases against amateur shoplifters.

D. Mark the best choice.

1. Which of the following is **FALSE** about Gretchen Grimm?

   a) In her childhood, she suffered from lack of attention and affection.
   b) At the age of 84 now, she keeps on stealing despite psychotherapy and Paxil.
   c) Despite the excitement, she felt a strong sense of guilt after stealing.
   d) She managed to keep her habit a secret from her family.

2. Shoplifting _____.

   a) can be considered a new kind of crime that began in the late 19th century
   b) is regarded by psychiatrists as a very common mental disorder called *kleptomania*
   c) is more frequently seen among students, according to the estimates
   d) is, in fact, easy to prevent as very young and very old people commit it with equal ease

VOCABULARY PRACTICE

The following words are italicized in the text. Fill in the blanks with the words from the list below. Do not change their form and use each only ONCE.

neglected	**criminal**	**worth**	**reason**
illustrate	**include**	**suffer**	**resist**
mental	**estimates**	**pursue**	**addictive**

* You may know someone who shoplifts without being able to explain why. For some people shoplifting can turn into a(n) (1)_____behavior; one that can be just as difficult to stop as drugs or alcohol. They simply can not (2)_____ stealing. Statistics (3)_____ interesting facts. Shoplifters steal nearly $10 billion (4)_____ of goods in the United States every year!

* There's no typical shoplifter - people of every sex, age, race, and social and economic background steal. They (5)_____ professional shoplifters, who usually take expensive items, like clothing and jewelry, that they can easily resell. On the other hand, amateur or casual shoplifters, who make up 70 % of shoplifters, according to (6)_____, do not pay much attention to the value of the product they steal. Most teens are casual shoplifters. According to the experts at the National Association for Shoplifting Prevention, teens shoplift because they (7)_____ that the stores can afford the losses when a few items are missing. In addition, most teens say that they feel (8)_____ at home and want to attract attention. However, those who have been arrested for shoplifting - especially if it's more than once - may end up with a (9)_____ record, which can make it harder to get a job, get into college, or do the other things they want.

* Many people think that shoplifters have a (10)_____ disorder or that they must really need the items they are shoplifting to survive. In fact, some shoplifters are drug addicts who steal to (11)_____ their habit.

* Be cautious! If your friend is caught shoplifting, you'll be under suspicion, too, and you may (12)_____ some of the same consequences, like being banned from the store.

3 PUNISHMENT TAKES MANY FORMS

1 Once again, a rising crime rate and the workings of the penal system are back in the news. The British Home Office has been criticized over the rising prison population and overcrowding. Forced to deal with a ***steady*** increase in convictions for violent crime, **it** has launched an extensive prison-building program. Providing more jails, however, merely ***tackles*** the symptoms, because the size of the prison population is affected by two factors: the number of offenders, and the sentencing policy of the courts. Therefore, the government has also had to consider ways to reduce the prison population through the use of non-custodial alternatives.

2 The most widely-used device for reducing the number of prisoners in jail is the remission and parole system. This enables prisoners who have behaved well to have the right to be released before their original sentence has been completed. Some theorists believe that the over-use of this system has encouraged the British courts to impose sentences of up to a third longer than **they** might have previously, in order for offenders to compensate, or repay, for potential early release.

3 The courts also have the power to ***impose*** a suspended sentence. Thus, if a suspended sentence of, for example, two years is imposed, the offender will not have to go to prison; but if he or she is ***convicted*** of another crime within these two years, then the new sentence will have the original sentence added to it. There is some evidence that the suspended sentence is used too frequently, with the result that the number of prisoners actually increases.

4 Another option is the Community Service Order. The judge can sentence a criminal to a maximum of 240 hours of community-based practical work. This serves both as a way of ***making amends to*** society and of avoiding the potentially harmful consequences of a period in prison.

5 The most common alternative to jail is a fine. Although appropriate for minor offenses, the public thinks that fines are too lenient forms of punishment for those guilty of violent crime. Judges who impose fines are frequently the target of bitter criticism in the press, and are therefore ***reluctant*** to use this cost-effective and straightforward form of punishment.

6 One or two ideas have surfaced in the last few years. The most ***revolutionary*** one is the use of electronic tagging. Ministers have decided to introduce a pilot scheme whereby British offenders will be forced to wear an electronic device while **they** are on probation, enabling their whereabouts to be ***monitored*** by police. There are also plans to ***extend*** the Community Service Order to include help for the aged and sick.

7 However, all these initiatives illustrate a difficulty: by building new prisons and by encouraging the courts to impose alternative punishments, the government is trying to pursue two ***contradictory*** policies at once. The problem with increasing the number of prisons is that more places tend to result in more prison sentences. Research recently published in the United States indicates that those states which embarked on prison-building program ended up increasing their prison populations, while **those** which closed down a number of prisons actually reduced the number of people in jail to proportionally lower levels.

A. What do the following refer to?

1. it (para. 1) : _____
2. they (para. 2) : _____
3. they (para. 6) : _____
4. those (para. 7) : those _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. introduced (v.) (para. 1) : _____
2. found guilty (v.) (para. 3) : _____
3. not strict, tolerant (adj.) (para. 5) : _____
4. follow (v.) (para.7) : _____

C. Mark the following statements True (T) or False (F).

T F 1. The sentencing policy of the courts has no effect on the number of prisoners in Britain.

T F 2. In the parole system, prisoners are set free before their actual imprisonment period is finished.

T F 3. If they are sentenced to community work, prisoners have to do at least 240 hours of community service.

D. Fill in each gap using the information in the text.

* The British government has initiated a prison-building program because of (1)_____

_____.

* If a person commits a crime when s/he is on a suspended sentence, s/he'll receive (2)_____

_____.

* The police can easily (3)_____ British offenders with the help of electronic tagging.

* The contradictory policies of the British government create a difficult situation because, on the one hand, the government (4)_____ and, on the other hand, it is encouraging alternative punishments to be imposed by the courts.

VOCABULARY PRACTICE:

A. Guess the meanings of the italicized words from the text. Then read the following sentences and choose the correct word to fill in the blanks.

(Para. 1)

1. A **steady** increase is a(n) _____ (continuous / balanced) increase.
2. Providing more jails may be a solution to **tackle**, or _____ (manage/deal with) the symptoms.

(Para. 3)

3. When a judge **imposes** a fine, or a sentence, he makes it _____ (obligatory / possible) for the criminal to pay the fine or serve the sentence.

(Para. 3)

4. When a person is **convicted** of a crime, he is officially found _____ (innocent / guilty).

(Para. 4)

5. Doing community-based practical work gives the criminal the opportunity to **make amends to** society, in other words, to do _____ (bad /good) things to show he is (sorry / glad) about what he has done.

(Para. 5)

6. Because the public is against fines as a form of punishment, judges are **reluctant** to use them. That is, they are _____ (ready / unwilling) to enforce them.

(Para. 6)

7. One form of punishment instead of fines is electronic tagging, which is a rather **revolutionary**, or _____ (innovative, new / traditional) way of punishment.
8. Electronic tags will enable the police to **monitor** the offenders. In other words, police will be able to _____ (keep an eye on / arrest) the criminals.
9. **Extending** the Community Service Order will _____ (cause it to continue/make it bigger, more inclusive)

(Para. 7)

10. Building new prisons and encouraging courts to force alternative forms of punishment are two **contradictory** policies. Implementing these _____ (opposing/consistent) policies is a great difficulty for the government.

B. Choose the alternative word that does NOT go with the given word.

1.	steady (adj.)	a) rain	b) growth	c) mistake	d) job
2.	tackle (v.)	a) a fear	b) a difficulty	c) a problem	d) a punishment
3.	impose (v.)	a) a progress	b) a rule	c) a limitation	d) a responsibility
4.	convict (v.)	a) a killer	b) a punishment	c) a thief	d) a policeman
5.	make amends to (v.)	a) victims	b) community	c) consumers	d) criminals
6.	reluctant (adj.)	a) behavior	b) decision	c) disaster	d) animals

7.	revolutionary (adj.)	a) idea	b) disappearance	c) movement	d) plan
8.	monitor (v.)	a) carefully	b) strictly	c) incredibly	d) regularly
9.	extend (v.)	a) buildings	b) people	c) programs	d) vocabulary
10.	contradictory (adj.)	a) machines	b) news	c) strategies	d) opinions

C. Fill in the blanks with the correct forms of the words from part B. Use each item only ONCE.

* One of the most difficult and painful things to do in life is to admit one's mistakes. We are equally (1)_____ to express regret and a person rarely tries to (2)_____or even simply express a heartfelt apology.

* In his book "Fight Against Obesity" Dr. Johnson proposes (3)_____ ideas to help his patients. He believes people can (4)_____ their weight problem by following a (5)_____ diet of raw meat.

* The new law requires AIDS and HIV testing of prisoners (6)_____ of sex crimes and it is suggested that this law could be (7)_____ to include the testing of the other prisoners.

* Employers said reforms were needed to (8)_____ workers and their performance regularly and to (9)_____ penalties for negligence on the job. However, the new regulations in this field seem (10)_____ as they are intended to protect workers rather than the employers.

4 THE SCIENCE OF MURDER

1 Painful as it is to think about, murder has become a grim fact of modern society. Solving a murder involves more than the ***contributions*** of the police and witnesses. It also involves the detailed work of people in the fields of forensic science and medicine: scientists and doctors who analyze evidence to help solve murders.

2 Forensic science has a colorful, if brief, history. An early case was the 1849 murder ***committed*** by a chemistry professor who had contributed large sums of money to Harvard University. In that case, pieces of bone and teeth that were found in the ashes of the professor's laboratory furnace were used in the courtroom as evidence. In 1892, the first murder case that was solved through fingerprint evidence occurred in Argentina. In 1910, a doctor was found guilty of murdering his wife based on a small piece of skin found in his basement. A scar on that skin was ***identified*** as a surgery scar the victim had had on her stomach. The doctor was hanged.

3 Today the evidence of forensic science ***ranges*** from footprints to blood samples, from hair analyses to identification of bite marks. The forensic scientists' work begins at the scene of the crime, and their first piece of evidence is a body—a dead body.

4 Before the body is removed to the morgue, the location of every item of the scene is diagrammed, and then the search is begun for physical evidence that could identify the killer. The killer could have left saliva on a cigarette butt, a good set of fingerprints on a glass, hairs on a hat, or blood from a cut on any surface. Once the possible sources of evidence are identified, investigators must be careful to protect them, as all too easily, evidence may be destroyed. If the murderer was smoking a cigarette and threw it in a toilet, the evidence will be gone if someone flushes the toilet. Likewise, if a police officer picks up the telephone at the scene of the crime, the fingerprint evidence may disappear.

5 The next step is the medical examination, and an examiner will arrive at the scene to ***confirm*** the death and check the body for injuries. The body will then be shipped to the morgue, where a forensic autopsy will be performed. **This procedure** involves close examination of both the outside and inside of the body. The specialist will study the hands and face for signs that a fight took place and will ***remove*** any evidence, such as a bullet, that is in the body. He or she will also send samples of body organs to the laboratory to see if the victim took any drugs.

6 Besides testing the body for evidence, forensic technicians must also analyze all evidence the police have collected from the scene. If the murder involved a shooting, ballistics experts—specialists in firearms and ammunition—will also be involved in the ***investigation***. Using a microscope, **they** will try to match bullets taken from the scene with any bullet holes found, and they will also try to identify the gun. A gun leaves ***unique*** marks on bullets fired from it; in fact, marks on two bullets from the same gun are as alike as two prints from the same finger. In addition, experts will examine any gunpowder found around a bullet hole to see how far away the gun was when it was fired. By examining the gunpowder, they will also try to identify where the gun came from and on what day it was sold.

7 It is common knowledge that fingerprints can be traced to an individual person; likewise, footprints can be used. "There are 46 points of measurement and 120 points to examine for shape," says anthropologist Louise Robbins. Footprints can also be found in people's shoes, and scientists like Robbins help the police match a shoe to its wearer.

8 Hair, too, can be matched with increasing ***accuracy***. People's hair can differ in color, texture, thickness, and 20 other characteristics. "The hair is the garbage can of the body," says forensic scientist Dr.Robert Shaler. "Everything you eat shows up there." Since hair grows one millimeter a day, an analysis can tell if the victim took aspirin yesterday and drank beer from an aluminum can a week ago.

9 Perhaps the most exciting area of forensic science is the testing of blood samples, called serology. Recent developments have produced tests that can ***detect*** inherited characteristics in the blood and even a suspect's disease history. The tests are so specific that they can even tell the difference between identical twins who have had different diseases.

10 Murder is a dreadful business indeed, but let the murderer beware. The findings that come out of a forensic scientist's work may be very dramatic and revealing.

A. What do the following refer to?

1. it (para. 1) : _____
2. This procedure (para. 5) : _____
3. They (para. 6) : _____

B. Answer the following questions.

1. What is the definition of forensic science?

   _____

   _____.

2. What evidence linked the chemistry professor to the murder he had committed?

   _____

   _____.

3. Why are samples of a victim's organs examined in the laboratory?

   _____

   _____.

4. By examining gunpowder, what three things can experts find out?

   a) _____

   b) _____

   c) _____

C. Fill in each gap using the information in the text.

1. _____ were first used as evidence in the late 1800s.
2. When _____ reach any physical evidence, they _____ not to destroy it.
3. Studying the _____ and _____ of the victim might give a clue as to whether he fought with the murderer or not.
4. It can be inferred from the text that analyzing _____ helps experts find out whether the victim died as a result of the poison added to his/her food.
5. _____ helps experts determine the _____ that are found in the murderer's blood, and whether or not he/she had certain diseases.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____ 1.	contribution (n.) (para. 1)	a) recognize someone or something
_____ 2.	commit (v.) (para. 2)	b) discover something that is partly hidden or not clear
_____ 3.	identify (v.) (para. 2)	c) do something illegal or considered wrong
_____ 4.	range (v.) (para. 3)	d) a detailed examination of a crime, problem etc.
_____ 5.	confirm (v.) (para. 5)	e) having no equal
_____ 6.	remove (v.) (para. 5)	f) take something or someone away
_____ 7.	investigation (n.) (para. 6)	g) correctness, precision
_____ 8.	unique (adj.) (para. 6)	h) include a variety of things
_____ 9.	accuracy (n.) (para. 8)	i) something that is given to help produce or achieve something
_____ 10.	detect (v.) (para. 9)	j) give certainty to a something which was previously not completely certain

B. Fill in the blanks with the correct forms of the words from part A. Use each item only ONCE.

* During all crime scene (1)_____ that involve a sudden unnatural death, the body is examined for the possible evidence. In murder cases, especially, the corpse can tell many things about the death. The evidence left behind on the dead body often becomes the silent witness against those who have (2)_____ the crime. Therefore, the body is examined carefully in order to (3)_____ any pieces of evidence– foreign hairs, fibers, or body (biological) fluids– that might be present. If an item is observed, then it is documented with a series of photographs. The suggested methods for (4)_____ an observed item such as a single strain of hair or a fiber are a pair of tweezers and or a clean tissue.

* At the Louisiana State Police Crime Laboratory, there are several sections. Analysts working in the DNA Analysis Section try to (5)_____ biological material through chemical tests. The scientists in the Drug Analysis Section also analyze the samples submitted for the presence or absence of illegal drugs. The samples (6)_____ in size from small milligram samples to several pounds or kilograms.

* DNA fingerprinting, or DNA profiling is a way of identifying the DNA content of the individual. Fingerprints are (7)_____ to the individual. It is known that even identical twins have different fingerprints. However, there is still a lot of debate on the validity of DNA forensics and the statistical (8)_____ of DNA profiling. Therefore, it is suggested that a number of statistical techniques be used to (9)_____ the reliability of the tests used in labs.

* The European Union is committed to fighting all forms of serious, organized and transnational crime. The Union's first (10)_____ to forensic science came in 1999, when it reached the decision to create a network of national authorities responsible for crime prevention.

5 DNA FINGERPRINTING

1 The characteristics of all living organisms, including humans, are essentially determined by information contained within DNA that they inherit from their parents. Living organisms that look different or have different characteristics also have different DNA sequences. The more complex the organisms, the more varied is their DNA sequences. DNA fingerprinting is a very quick way to compare the DNA sequences of any two living organisms.

2 Like nearly everything else in the scientific world, nothing about DNA fingerprinting is 100% guaranteed. The term DNA fingerprint is, in one sense, a misnomer: it implies that, like a fingerprint, the VNTR* pattern for a given person is completely unique to that person, although it actually isn't. In fact, a VNTR pattern can just present a probability about whether the person in question is really the one to whom the VNTR pattern (of the criminal evidence, etc.) belongs, or not. The probability might be 1 in 4 billion, which would indicate that the person could be matched with the DNA fingerprint.

3 The probability of a DNA fingerprint belonging to a specific person needs to be reasonably high--especially in criminal cases, where the connection helps establish a suspect's guilt or innocence. Most people will agree that an innocent person should not be sent to jail while a guilty person is allowed to walk free. In fact, the number of convicted prisoners found to be innocent after a DNA analysis of evidence has caused some US states to reconsider previous cases. Now, they are going back and taking another look at some cases where DNA evidence still exists.

4 Like the fingerprints that came into use by detectives and police labs during the 1930s, each person has a DNA fingerprint. Unlike a conventional fingerprint that occurs only on the fingertips and can be altered by surgery, a DNA fingerprint is the same for every cell, tissue, and organ of a person. It cannot be altered by any known treatment. It is now possible to test tiny pieces of biological matter such as a hair and get a DNA fingerprint. It has also become possible to get a DNA profile from matter which has decayed, or is not fresh. In addition, the tests have become much faster and matching easier because there are more and more data banks. Consequently, DNA fingerprinting is rapidly becoming the primary method for identifying and distinguishing among individual human beings.

5 The use of DNA fingerprinting in law is only 15 years old. In the US, 45 states now collect DNA from those who have been sentenced for sex offenses. Other states collect samples from those convicted of other crimes, usually violent ones. Recently, there has been pressure for an amendment in criminal law to have burglary added to the list of crimes that make an offender subject to collection of DNA information. This move was inspired by an analysis of crime statistics from Florida, which indicated that about 52% of people found guilty of burglary will eventually be found guilty of a murder or a sexual offense.

6 There is a national database of DNA fingerprints for offenders, to which 20 states are already linked. It allows the police to match evidence from the site of a crime with the DNA fingerprints available, even when no local suspect has yet been identified. As David Coffman, an expert at the DNA database, noted: "The investigators used to phone me with names. Now, I phone them with possible matches for the cases they are investigating."

7 The use of DNA evidence will probably give rise to objections from people who will claim that it is an invasion of privacy. In the coming years, it is going to be interesting to follow these debates and the advances in DNA technology.

* **VNTR** (Variable Number of Tandem Repeats): short identical segments of DNA obtained after repeating numerous tests

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. series of things following each other in order (n.) (para. 1) : _____
2. wrong or unsuitable name (n.) (para. 2) : _____
3. found guilty of a particular crime (adj.) (para. 3) : _____
4. change or improvement in something (n.) (para. 5) : _____

B. Fill in each gap using the information in the text.

* The information contained in DNA is the essential determiner of (1)_____.
* A DNA fingerprint is different from a conventional fingerprint in that it isn't completely (2)_____ to any given person and it doesn't occur (3)_____.
* In the coming years, it is likely that there will be a debate over the (4)_____ because people might claim that it is (5)_____.

C. Mark the choice which is TRUE according to the text.

1. a) It takes a long time to compare people's DNA sequences because they vary greatly from one person to another.
   b) Upon examining a given VNTR pattern, experts can be sure whether it belongs to a certain criminal or not.
   c) DNA fingerprints can be obtained from even very small samples of body tissue.
   d) Detectives and police labs have been using DNA fingerprints in criminal cases since the 1930s.
2. a) In the light of DNA evidence, some US states are evaluating once again some of the cases that were previously closed.
   b) Criminals usually have their DNA fingerprints changed by surgery.
   c) DNA fingerprints can only be obtained from fresh samples.
   d) With DNA fingerprinting, it is possible to identify suspects even without the presence of evidence.
3. _____ DNA fingerprint database for offenders.
   a) 45 US states collect DNA from burglars, violent criminals, and sex offenders for their
   b) When Florida's crime statistics showed that 52% of burglars later committed more serious crimes, a law was passed to add burglars' fingerprints to the
   c) At present, 20 US states are connected to an international
   d) When there is evidence, experts can identify suspects using the

6 DNA HELPS SOLVE CRIME

1 For now, the DNA revolution is largely confined to understanding nature, not changing it. Yet the few applications that have already appeared leave little doubt of the technology's potential. Today, DNA has already started to help solve crime cases. DNA as a means of individual identification, first invented by Sir Alec Jeffreys of the University of Leicester in England in 1984, has developed into a forensic technique used to identify criminals. Since then, DNA has provided much stronger evidence than **that** of uncertain eyewitnesses. Applied to stored biological evidence, DNA fingerprinting has freed many convicted inmates from blame. So far, the Innocence Project at the Benjamin N. Cardozo School of Law, run by Barry C. Scheck and Peter J. Neufeld, has **exonerated** 124 people. In Illinois, thanks to DNA evidence, the innocence of many death-row inmates has been proven and their death sentences have been lifted, making Gov. George Ryan lose confidence in his state's justice system. Just before leaving office last month, he commuted the rest of the death sentences to prison terms of life or less.

2 DNA testing has jolted the justice system because, properly used, it is an almost **infallible** identifier of biological tissue. In Britain, which collects DNA from everyone who has committed a crime, a growing database has allowed the police to score many "cold hits," the match of DNA from tissue at a crime scene to someone not on any list of suspects. The impressive reach of DNA fingerprinting, both to catch the guilty and clear the innocent, has provoked suggestions for larger DNA databases, as well as counter-arguments from civil libertarians.

3 DNA is also an unrivaled ancestral archive. By examining the DNA of the living, biologists can reach back and resolve many otherwise inaccessible questions. From the DNA of people living today, geneticists can infer the size of the ancestral human population and track its movements across the earth as the first modern humans **dispersed** from Africa.

A. What does the following refer to?

1. that (para. 1) : _____

B. Mark the best choice.

1. **exonerated** in para. 1 is closest in meaning to _____.
   a) arrested b) cleared c) imprisoned d) deceived

2. **infallible** in para. 2 is closest in meaning to _____.
   a) faultless b) questionable c) uncertain d) problematic

3. **dispersed** in para. 3 is closest in meaning to _____.
   a) scattered b) differed c) detected d) determined

C. Answer the question according to information from the text.

1. Why did Gov. Ryan change the rest of the death sentences in his state to prison terms of life or less after the innocence of many death-row inmates was proven?

_____

_____

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) DNA testing has been used to identify people for more than two decades.
   b) A "cold hit" is the match of a suspect's tissue to the tissue taken from a crime scene.
   c) Civil libertarians are against DNA fingerprinting.
   d) It is possible to learn things about our ancestors via the DNA examination of people alive.

7 CAN LAWS STOP THE OBSESSED?

1 The British actress Helena Bonham Carter went to court last week to ask for protection from an obsessive fan. Five years of harassment from a 27-year-old man who **plagued** her with unwanted telephone calls, visits, and letters had driven her to act. For many celebrities and thousands of ordinary people, the problem of the over-zealous fan or unrequited lover has become much more than a matter of tiresome phone calls in the middle of the night.

2 To date, no British laws especially deal with stalking, but lawmakers and corporations in America are taking steps to protect not just stars but also ordinary citizens from the mad, the bad, and the deluded. In 1990, California became the first state to institute anti-stalking laws: today 31 states have such laws which guard against willful, **malicious**, and repeated harassing of another person and/or their families. Convicted stalkers face prison sentences ranging from 30 days to seven years, and may be fined from $750 to $10,000. But even with new laws on the books, stalking is a tough crime to control.

3 For those in the entertainment industry, stalking is a real and ever present danger. Apart from the personal risk, the loss of a major movie star can cost a company millions; and there is also the threat of lawsuits from actors who feel they have not been properly protected.

4 Driven by such fears, Hollywood has been searching for the way to **sift** the psychotic from the ordinary fan. International Security Management, an American firm that assesses threats for companies around the globe, has **pioneered** a computer program known as the Threat Data Tracking System and has managed to break down stalking activity into several different categories. The company has input more than 500 letters and photographs into its system, and noted phone calls, visits, and other attempts to intimidate victims, as well as stalkers' characteristics.

5 Scanning through the data base is a sorry business. It is an unrelenting tale of loneliness and despair of people pouring out their frustrations to individuals they have never met in a mixture of poetry, prose, and madness. "Once we get a line on these people, we hope to be able to predict what will trigger them to commit violent actions," says Noel Koch, ISM President. Then we can develop a more effective intervention strategy -- whether **that** means protecting the victim or restraining the stalker."

6 Three basic types of stalker have been identified: those who refuse to give up real relationships that have gone wrong; those who become obsessed with a superficial relationship through work or leisure activities; and those who invent completely artificial relationships with someone, usually a celebrity, whom **they** have never met.

7 The last category of stalker, usually known as the celebrity stalker, is the most difficult to track. According to Beth Finkelstein, a senior analyst at ISM, the first letters or phone calls received by a victim might seem relatively innocuous, so they don't get noted right away. Only after letters and phone calls increase do people finally take action, by which time data have been lost. Also letters or phone calls may be received by several members of a celebrity's entourage instead of the celebrities themselves, making it more difficult to co-ordinate information and assess the level of danger posed by a potential attacker.

8 The actress Rebecca Schaeffer was used to receiving fan mail from **ardent** admirers. The 21-year-old actress was a rising star with Warner Brothers. To Robert Bardo, a 17-year-old high school student from Tucson, Arizona, she represented the ideal woman. He wrote her fan letters, collected articles about her, and repeatedly watched videotapes of her television show. He then attempted to visit her at a Hollywood studio, carrying a giant teddy bear and a bouquet of flowers. Not long after being turned away, Bardo paid a private detective to find Schaeffer's home address. He called on her one morning and, when she answered the door, shot her once in the chest, killing her instantly. The ISM database should be able to give early warning of future Bardos. "The people who express love are often more threatening than those who express hate or direct aggression," says Laurie Lynch, a consultant at ISM who has analyzed hundreds of letters sent to victims.

9 But while technology may make it easier for the stars to **foil** stalkers, it may be some time before ordinary citizens enjoy access to such sophisticated systems. Meanwhile, police departments across America are taking cues from the Los Angeles Police Department, which runs the nation's only Threat Management Unit dealing primarily with domestic stalking. Detective Greg Boles says, "We never tell a victim, 'It's okay, nothing is going to happen to **you**.' We realize anything can happen in these cases. Just when we've seen the most abnormal and **bizarre**, something else comes along to beat it."

A. What do the following refer to?

1. that (para. 5) : _____
2. they (para. 6) : _____
3. you (para. 9) : _____

B. The following words are boldfaced in the text. Match them with their meanings. Put the letters on the lines provided more meanings than you need.

_____ 1. plagued (v.) (para. 1)
_____ 2. malicious (adj.) (para. 2)
_____ 3. sift (v.) (para. 4)
_____ 4. pioneered (v.) (para. 4)
_____ 5. ardent (adj.) (para. 8)
_____ 6. foil (v.) (para. 9)
_____ 7. bizarre (adj.) (para. 9)

a) developed
b) stop, prevent
c) disturbed
d) depressed
e) keen, enthusiastic
f) separate
g) uninteresting
h) hateful
i) protect
j) strange

C. Mark the following statements True (T) or False (F).

T F 1. The minimum punishment that stalkers receive in America is a month's sentence in prison.

T F 2. The database reveals that stalkers are usually frustrated people who want to share their problems with other individuals.

T F 3. Once the data has been input, it is easy for ISM to predict the causes of stalkers' actions.

T F 4. One example of a stalker is a man who doesn't want to break up with a girlfriend that he actually cannot get along with.

T F 5. Bardo met and had a chat with Schaeffer before he killed her.

T F 6. According to Laurie Lynch, a stalker who expresses his hate for a victim might give less harm to her or him.

D. Answer the following questions.

1. How can stalking harm film companies? (Write two things.)

_____

_____

2. Write **ONE** of the reasons why tracking a celebrity stalker is so difficult.

_____

_____

8 Can Mediation Produce Restorative Justice for Victims and Offenders?

1 In most criminal justice systems, justice equals punishment. An eye for an eye. You do the crime, you do the time. If you do the time, you've paid your debt to society and justice has been done, but justice for whom? Certainly not for the victim. Since justice is defined in this manner, the victims of crimes often seek the most severe possible punishment for their offenders. Society tells them **this** will bring justice. However, in the end, they are left with feeling empty and unsatisfied after getting what they ***sought***. Punishment cannot restore their losses, answer their questions, ***relieve*** their fears, or heal their wounds.

2 Victim-Offender Mediation Programs (VOMP) bring offenders face-to-face with the victims of their crimes, with the assistance of a trained mediator, usually a community volunteer. Crime is personalized as offenders learn the human consequences of their actions, and victims, who are largely ignored by the justice system, have the opportunity to speak their minds and their feelings to the one responsible, ***contributing*** to the healing process of the victim.

3 Victims get answers to the often haunting questions that only the offender can answer. The most commonly asked questions are "Why did you do this to me?" and "Was this my fault?" With their questions answered, victims commonly report a new feeling of peace of mind, even when the answers to their questions were even worse than they had feared or imagined. It seems to be better than not knowing the answers.

4 Offenders take meaningful responsibility for their actions by having someone mediate a restitution agreement with the victim, to ***restore*** the victims' losses, in whatever ways that may be possible. Restitution may be monetary or symbolic; it may consist of work for the victim, community service, or anything else that creates a sense of justice between the two.

5 VOMPs have been mediating meaningful justice between crime victims and offenders for over 20 years; there are now over 300 such programs in the US and Canada and about 500 in Europe, Australia, and New Zealand. Remarkably ***consistent*** statistics from a cross-section of the North American programs show that over 90% of restitution agreements are completed within one year. On the other hand, the actual rate of payment of court-ordered restitution is typically only 20-30% because offenders seldom experience court-ordered restitution as a ***moral*** obligation. It seems like just one more fine being levied against them by an impersonal court system. When the restitution obligation is reached voluntarily and face-to-face, offenders experience it in a very different way. Perhaps most important, after facing the victim of their crimes, offenders commit fewer and less serious offenses than similar offenders who are processed by the traditional juvenile or criminal justice system.

6 When a case is referred to a VOMP, if the victim and offender both agree to ***participate***, they are prepared for a mediation session. The preparation may include homework assignments and additional meetings. Mediation sessions focus upon dialogue, ***facilitating*** empathy and understanding between the victim and the offender. The victim usually speaks first, telling the offender how the crime affected him/her and may ask questions of the offender. The offender may offer an explanation and/or an apology. Then, the victim's losses are discussed. Whatever agreements they make will ***reflect*** justice that is meaningful to **both**, rather than being limited to the narrow definitions of the law. In several studies, the overwhelming majority of participants have reported in post-mediation interviews and questionnaires that they ***obtained*** a just and ***satisfying*** result.

7 VOMPs may be useful at any stage of the criminal justice process. With young offenders and first-time offenders, mediation may be a "diversion" from prosecution and an opportunity to avoid getting a criminal record. In these cases, charges may be dismissed if the offender consents to mediation of an agreement with the victim and then completes the requirements of the agreement. Most VOMPs do their work only with juvenile offenders and for nonviolent offenses. The mediation of severely violent crimes is not commonplace. However, in a growing number of VOMPs, victims and survivors of **such crimes**, including murders, are finding that ***confronting*** their offender in a safe and controlled setting returns their stolen sense of safety and control in their lives. Increasingly, mediation is helping to repair the lives of surviving family members devastated by drunk-driving fatalities.

8 These offenses are usually mediated upon the initiation of the victim, and only after many months of work with a specially trained mediator, collaborating with the victim's therapist. Participation must be completely ***voluntary***, for both the victim and the offender. Mediators carefully screen cases, and every aspect of the mediation process has the safety of the victim as its foremost concern. Only offenders who express remorse and want to make amends are candidates for mediation. During the mediation process, heartfelt apologies are usually offered, and the victim and offender may discuss the issue of forgiveness. Forgiveness is not a focus of the mediation process, but the process provides an "open space" in which forgiveness may occur, for victims who wish to consider it at that time. Forgiveness is a process, not a goal. It must occur according to the victim's own timing, if at all.

A. What do the following refer to?

1. this (para. 1) : _____
2. both (para. 6) : _____
3. such crimes (para. 7) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. charged, demanded as a sum of money (v.) (para. 5) : _____
2. destroyed, ruined (v.) (para. 7) : _____
3. feeling of being sorry for something you have done (n.) (para. 8) : _____

C. Mark the following statements True (T) or False (F).

T F 1. According to the text, victims do not receive enough attention from the government.

T F 2. Victims feel uneasy and less secure after they have learned the answers to their questions.

T F 3. Offenders are more likely to pay their restitution when ordered by the court.

T F 4. After being charged with an offense, it is still possible for young offenders to escape from punishment by participating in a VOMP and fulfilling the requirements of the agreement.

T F 5. The mediation of violent crimes is as common as that of non-violent ones.

T F 6. In violent offenses, offenders are required to participate in a VOMP even if they do not wish to do so.

D. Fill in each gap using the information in the text.

* In a VOMP, the kind of restitution is not important as long as it (1)_____ between the offender and the victim.
* The total number of VOMPs all over the world is about (2)_____.
* After the offender hears about the effects of his act of crime on the victim, he might give a(n) (3)_____ or (4)_____ before they talk about the victim's losses.
* In cases of a violent offense, the help of (5)_____ is also needed besides the mediator.

E. Answer the following questions in your own words.

1. In paragraph 1, line 2-3, what does "you do the crime, you do the time" mean?

_____

_____.

2. How do victims usually feel when offenders are punished by courts?

_____

_____.

3. How do the number and types of crimes that offenders commit differ after they have confronted their victims?

_____

_____.

VOCABULARY PRACTICE:

A. Look up the following words in your dictionary and write their meanings. Find their forms in the text and write them in the space provided.

Word	Meaning	Other form(s) in the text
crime (n.)		
responsibility (n.)		
mediate (v.)		
voluntarily (adv.)		
participate (v.)		
process (n.)		

B. The following words are italicized in the text. Fill in the blanks with the words from the box. Do not change their forms. Use each word only ONCE.

seeks	**relieve**	**voluntary**	**restore**
consistent	**reflect**	**satisfying**	**facilitates**
moral	**contributes**	**participate**	**confronted**

* Most of the time, punishment is not (1)_____ for many crime victims. Because our society defines justice in terms of guilt and punishment, crime victims often try to find the most severe possible punishment for their offenders. Victims believe this will bring them justice, but it often leaves them feeling empty and unsatisfied. Justice cannot (2)_____ their losses and answer their questions. Nor can it (3)_____ their fears or heal their wounds. They feel punishment cannot mend the torn fabric of the community that has been violated.

* Restorative justice is a theory of justice that (4)_____ to repair the harm caused or revealed by criminal behavior. Instead of viewing crime as a violation of law, restorative justice emphasizes one fundamental fact: that crime damages people, communities and relationships. What needs to be done to "make it right" or repair the harm receives the primary emphasis. Some of the programs typically identified with restorative justice include victim offender mediation (VOM). In these programs, offenders are (5)_____ with the victims of their crimes, with the assistance of a trained mediator. Victim participation is always (6)_____. On the other hand, there are programs where offender participation is obligatory. At their best, mediation sessions focus upon dialogue that (7)_____ empathy and understanding between victim and offender. In mediation, victims have the opportunity to speak their minds and their feelings to their offenders, which (8)_____ to the victim's healing.

* VOM programs have been mediating meaningful justice between crime victims and offenders for more than 25 years. Remarkably (9)_____ statistics from a cross-section of the North American programs show that about two-thirds of the cases referred resulted in a face-to-face mediation. Recent research has shown that juvenile offenders who (10)_____ in VOM subsequently commit fewer and less serious offenses than their counterparts in the traditional juvenile justice system. Moreover, in multi-state and international studies, the majority of participants – both victims and offenders – have reported in post-mediation interviews and questionnaires that they have obtained a just and satisfying result. The reason is that offenders seldom experience court-ordered restitution as a (11)_____ obligation, but rather as just one more fine being imposed on them by an impersonal court system. When the restitution obligation is reached voluntarily and face to face, offenders feel ownership of the agreement and experience it as just. Thus, agreements the victims and offenders make together (12)_____ justice that is meaningful to them.

9 STOLEN INNOCENCE

1 The young policeman spoke in a monotonous tone and with an air of smugness. "I have to inform you that your son has been arrested for theft." It was a simple sentence, said perfunctorily, and it immediately changed everything.

2 As I stood staring at him in shock, it slowly registered that he was talking about my 11-year-old son-- my defenseless, innocent child. The only thing that kept me vertical was the perfect certainty that my son would not, indeed could not, have done this to me.

3 As I drove to the police station, I tried to control alternating bouts of numbness and hysteria. Pacing the reception area, all I could think of was that he was only a few meters away from me, and that he needed his mother immediately, which was apparently contrary to the police officers' opinions.

4 At long last, I was allowed to see my child, crumpled on the floor in the corner of a cell. His face was tear-stained. "Of course, you did not do it, did you?" I stated with all the confidence I could summon up. He did not reply but looked perceptibly much more desperate. In that second, I realized the drama was over.

5 My son shame-facedly related the story. His friends had persuaded him to steal a pen from Woolworth's, and after initial reluctance he had agreed to do what they wanted. While his incompetent initiation act was spotted immediately, his friends avoided being captured by the police.

6 At this point, I finally gave in to the overwhelming need to hold my son and indulge in the emotional release we both wanted very much. My feeling of hurt and sense of betrayal were evident as I kept asking my son why this had happened. His only answer to these repeated questions was to cry harder, and despite his misery I was not sorry for **this**. He had, after all, broken the law. Although I was sure that this was a one-off act of impulsive stupidity, I was nevertheless petrified by it. That sense of certainty about his integrity that I had taken for granted had gone forever.

7 These conflicting thoughts went through my head as we endured the humiliation of finger-printing, mug shots, and form-signing. As a first offender, my son was only given a caution and then allowed to go home. This meant he would be on police records until he was 17 years old. Thankfully, he would not have a criminal record, but he had become a hidden criminal statistic.

8 As we drove home, I looked at my subdued son. I did feel angry at the thought of him alone in a cell for over an hour. This obvious form of criminalization outraged my maternal and humane instincts. But, paradoxically, I could not help feeling that this could prevent him from acting in the same way again. As a parent, I felt completely helpless and guilty. How could I ever get a perfect balance between discipline and affection? I decided that I should not protect my son from the consequences of his actions by trying to comfort him too much.

9 I did not hug my son again, even though I desperately wanted to. Just before we got out of the car, my son said with a poignant sense of finality, "Mummy, I just don't feel the same anymore. I feel changed now." So did I.

A. What do the following refer to?

1. it (para. 1) : _____
2. this (para.6) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. unwillingness (n.) (para. 5) : _____
2. frightened (v.) (para. 6) : _____
3. embarrassment; shame (n.) (para. 7) : _____
4. unusually quiet and sad (adj.) (para. 8) : _____

C. Mark the following statements True (T) or False (F).

T F 1. The mother was immediately able to see her son at the police station.

T F 2. Her son was caught by the police right after he had stolen the pen.

T F 3. Although her son had committed a crime, she did not lose her trust in him.

T F 4. Her son was not sent to a juvenile court because he was only 11 years old.

D. Answer the following questions.

1. What does the last sentence, "In that second I realized the drama was over," in paragraph 4 mean?

   _____

   _____.

2. What was the paradox the writer experienced as she drove home?

   _____

   _____.

3. Why didn't she hug her son again?

   _____

   _____.

10 CRIMINAL REHABILITATION (PRISON - REVENGE OR REHABILITATION?)

1 One night, I turned on television and found myself in the middle of an emotional and highly-charged debate. On one side was a father whose teenage son had been murdered. He was outraged that the convicted murderer, also a teenager, had applied for a special grant to pay for college courses. It was, he said, a **travesty** of justice. His son lost out on college and on life, yet his taxes were going to make possible a college education for his son's killer. It was impossible not to empathize with **him**. Where was the fairness, the justice?

2 On the other side was the convict, a person who had murdered a teenage boy for no reason, at least not **one** that I remember being mentioned. The prisoner did not claim his **incarceration** was unjust: he actually seemed regretful. If he could do it over again, he said, he would give up his life instead. The reality was that he couldn't exchange places, and that at some point he would complete his prison term. "If I don't use my time in prison to educate myself," he said, "how will I ever be able to be a contributing member of society?"

3 His points made sense. Indeed, no one was handing **him** a degree. He had to study and prove his academic **fitness**. He had no money, and without the grant he was applying for, there would be no courses. It could be called a modest investment for the future.

4 Now enters a new voice, a politician who is furious. "Do you know how many boys and girls will be unable to attend college because their families haven't got the money to send them, but who don't qualify as poor enough to get such a grant? They will lose out and prisoners will take their place," he warned.

5 Makes you sit up and think. Except that, as with all passionate speeches, this argument was more than a bit exaggerated. The number of prisoners who receive the grants represents a very small percentage, less than one-half of one per cent of the total. **Those** who complete their college education and those who go on to graduate programs — also with a government grant — have a zero rate of committing another crime when released, I am told. If true, and I have no information to prove otherwise, that's significant, but **dispassionate** logic wins few inflamed arguments.

6 Prisons are hot topics these days. People are understandably **resentful** when confronted with what is claimed to be a luxury holiday camp for criminals. Penal institutions shouldn't be luxurious. On the other hand, correctional institutions shouldn't be medieval **dungeons**. There can be a middle ground. The dilemma is that we can't quite get past the desire for revenge. We want people to be punished, and then reformed. Mostly, though, we want them to suffer for having made others suffer.

7 Why should some rapist get a degree in psychology? Why should some drug-using armed robber get a law degree? The truth is, many people do not believe that convicts should receive three meals a day, the opportunity to exercise, or the right to watch TV. For a while, the stories about people who, immediately after they were released from jail, lost no time committing another crime — mugging, break-ins, car theft — were oddly amusing. Now they are simply scary. Something has to change. Since it is not possible to imprison every criminal for life, the logical alternative is to stop warehousing prisoners and teach them to do something of value — a trade, a profession, an appreciation of art and music, a new way of life.

8 Nothing will ever ease the pain left by a murdered child or a **slain** parent, and some future success for a prisoner, made possible through a tax-supported scholarship in prison, will be difficult to swallow, but it is necessary for society's survival. We talk about the need for people to repay their debt to society. Then we object to giving them the means to **do so**.

9 We cannot have it both ways. The best way to control crime is to eliminate **felons**, and one way to do that is by helping them to become productive, thoughtful members of society. Grants for prisoners to study may not be a popular approach, but it is a successful one.

A. What do the following refer to?

1. him (para. 1) : _____
2. one (para. 2) : _____
3. him (para. 3) : _____
4. those (para. 5) : _____
5. do so (para. 8) : _____

B. The following words are boldfaced in the text. Match them with the definitions. Put the letters on the lines provided.

_____	1. travesty (n.) (para. 1)	a) killed, murdered
_____	2. incarceration (n.) (para. 2)	b) criminal
_____	3. fitness(n.) (para. 3)	c) misrepresentation, distortion
_____	4. dispassionate (adj.) (para. 5)	d) very angry
_____	5. resentful (adj.) (para. 6)	e) objective, not influenced by emotions
_____	6. dungeon (n.) (para. 6)	f) imprisonment
_____	7. slain (adj.) (para. 8)	g) cell, prison
_____	8. felon (n.) (para. 9)	h) capability, ability

C. Answer the following questions in your own words.

1. What was the issue on TV that made the writer find himself in the middle of a debate?

   _____

   _____.

2. What does the politician in the TV program think about giving grants to prisoners?

   _____

   _____.

3. Why is it difficult to find a middle ground between penal and correctional institutions?

   _____

   _____.

4. According to those who believe prisons should be penal institutions, what are two of the rights that prisoners should be deprived of?

   a)_____

   b)_____

5. What has changed from being amusing to being scary?

   _____

   _____.

6. What does "warehousing prisoners" in para. 7 mean?

   _____

   _____.

7. Do you think the best way to deter criminals from further crime is to make prison as unpleasant as possible or to give them training and education while in prison? Explain your answer.

   _____

   _____.

11 Scottish Village Sticks By Its Benefactor, Though Crooked He May Be

1 In the village called Tomintoul, there are those who say they were never quite sure about Anthony Williams, the soft-spoken aristocrat who arrived in 1986 with his impeccably dressed wife, Kay. There are others who say their suspicions were aroused over time as the 55-year-old Mr. Williams, who appeared on weekends, bought up property after property. He was sinking so much money into Tomintoul that he single-handedly revived this small place and gave jobs to 43 people. However, no one could have possibly guessed the truth. This respectable man with bottomless pockets and an easygoing manner was not a lord at all but a bureaucrat living out a fantasy of being a highland nobleman and paying for it with funds embezzled from Scotland Yard. About two weeks ago, regretful-looking Mr. Williams, who had worked for the Metropolitan Police since 1959 and had risen to the position of deputy director of finance, was sentenced to seven-and-a-half years in prison. Estimates are that he poured nearly $5 million of stolen money into the village.

2 Now that he has fallen upon dark days, at least some villagers are sticking by him. "I found him a very charming man, " said Georgie McAllister, 70, whose family has been farming the surrounding hills for generations."It's hard to understand why a clever person like him would do a thing like that. Of course, it did benefit the village. A lot of the properties were beautifully restored and many people were employed."

3 According to the court, Mr. Williams stole more than $8 million over eight years. Most of it came from a secret fund that had been placed under his sole jurisdiction and that was supposed to be used to pay informers and conduct surveillance and other undercover activities against the Irish Republican Army. Instead, it went to create one more British lord.

4 Mr. Williams bought a fine brick mansion at Haslemere in Surrey. He bought a whitewashed villa with a pool on the Costa del Sol in Spain. He bought aristocratic titles at auctions, spending $95,000 to acquire the 15th century Barony of Chirnside and then adding on 10 more Scottish titles. Most of all, he invested his ill-gotten gains in this village that captured his heart with its fine stone cottages and its breathtaking view of rolling emerald fields and pine forests disappearing into the distance, like the spikes of an ancient army marching over the horizon.

5 He bought cottages and had them fixed up. He purchased the pub and made it into a fine place, and most noteworthy of all, he bought the down-at-the-heels Gordon Arms and totally renovated it, transforming it into a first-class hotel with 30 handsomely furnished rooms and an outstanding restaurant.

6 Mr. Williams told everyone, including his own wife and Mr. David Abdy, who was chosen by Mr. Williams to oversee the renovations and run the businesses, that he had inherited the money from a rich uncle in Norway. In the end, he was caught. If his bank deposits hadn't become too large, nobody would have noticed it. The bank wouldn't have had to notify the police. In the only interview he has given since his arrest, Mr. Williams told *The Times of London*: "I discovered this bloody great bucketful of money. I went from the need to pay off a few debts to what can only be described as greed. There are no excuses."

A. What do the following refer to?

1. it (para. 2) : _____
2. it (para. 3) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. stolen (v.) (para. 1) : _____
2. bought (v.) (para. 5) : _____

C. Answer the following questions.

1. Write down the two main reasons why the villagers feel grateful to Mr. Williams.

   a)_____

   b)_____.

2. What was the function of the secret fund that Mr. Williams was responsible for?

   _____

   _____.

3. How did he obtain aristocratic titles such as the Barony of Chirnside?

   _____

   _____.

4. Why did he find Tomintoul so attractive?

   _____

   _____.

5. What was David Abdy's role in this story?

   _____

   _____.

6. What gave away Mr. Williams?

   _____

   _____.

7. Why did he start stealing money?

   _____

   _____.

8. In para. 6, what does "There are no excuses" imply about Mr. Williams?

   _____

   _____.

D. Mark the following statements True (T) or False (F).

T F 1. No one in Tomintoul suspected Mr. Williams as he seemed to be a respectable, charming, friendly, and rich aristocrat.

T F 2. Mr. Williams had risen to the position of deputy director of finance by 1959.

T F 3. He also invested some of the money in property abroad.

12 LIFE IN THE GRID

1 As the Net evolves, all machines and people will become **nodes** on one network, and any computer will be able to use the power of all. It's scary.

2 Tokyo at rush hour, circa 2020: your automated car drives you off to Narita airport, steering itself through traffic. You're free to work. Push a button on your watch, and an image of your firm's mining operation in Indonesia appears on the screen in 3-D. You ask the digital assistant in your watch how currency fluctuations might affect the mining investment, and a female voice reads the results out loud. Then you ask her to book an eye exam (your glasses recently told your doctor you need a new prescription). As you near Narita, your car announces that the flight is delayed. Care to rebook? You decide to continue on to the terminal, where baggage handlers are waiting; they've been warned about your arrival by your car.

3 This trip is just part of a whole new way of living that will evolve as the Internet develops into "the **Grid.**" Wireless smart cards, or microchips, will cost only a few cents each and be inside nearly every object, and even some people. They will be linking humans and machines together as "nodes" on one global network. By tying all computers together in a single grid, this system will allow any one computer to use the power of all computers, similar to the way electricity is drawn from a central grid. In today's world, small grids already exist within companies, and the coming global Grid is a familiar villain in Hollywood movies as well as science-fiction books.

Crime Online

4 Using the Grid, crooks could **commandeer** cars, even home appliances. Hackers are everywhere. In a recent FBI survey, nine out of 10 businesses, schools, and government agencies had detected computer-security offenses within the previous 12 months, with hundreds of millions of dollars in losses. The online crime wave is due partly to the technology rush to get software to market without much consideration of security. As the Internet evolves into the Grid, cyber crime is likely to get a whole lot worse. "The vast majority of crimes in the future will have some **cyber** component," says Michael Vatis, a former director of the FBI's National Infrastructure Protection Center. "There will be machine-to-machine mobile attacks, thieves using computers to break down physical barriers [like alarm systems], and evidence gathered by tracking the trails of digital data left by offenders."

5 The real concern for 2020 will be the ability of hackers to take control of mechanical devices. On the Grid, not only could a hacker potentially break into an auto company's database via the wireless unit in one of its cars, he could also take control of the car. Likewise, an arsonist might be able to start an electrical fire by commandeering the cyber controls of a home appliance. Experts worry that law enforcement is not yet ready for this.

6 Britain recently set up a National High Tech Crime Unit, but with a staff of only 40. The FBI has hundreds of agents working on cyber crime, but there may be millions of cyber criminals out there. How to keep up? Mark Doll, a tech-security expert at Ernst & Young, foresees "a kind of national reserve force of cyber cops," made up of police, engineers from companies like Intel, and reformed hackers. Chief security officer will become a job at the high-management level in big companies. Insurance firms will offer "cyber risk" policies. Ironically, experts say, the most effective defenses may be very low tech, like penalizing employees who don't turn on anti-hacker software. Note that in "Minority Report," the cop on the run (Tom Cruise) got past the eye scan at police **headquarters** because some stupid employee forgot to delete his retina from the database.

(Original text by Rana Foroohar *Newsweek International* Sept. 16 - 23 / 2002 Issue)

A. The following words are boldfaced in the text. Match them with the definitions. Put the letters on the lines provided. There are more definitions than you need.

_____	1. node (n.) (para.1)	a) take possession of or control private property by force
_____	2. grid (n.) (para. 3)	b) computer-generated; e.g., created on the Internet
_____	3. commandeer (v.) (para. 4)	c) a network of wires crossing each other
_____	4. cyber (adj.) (para. 4)	d) the main office(s) of an organization
_____	5. headquarters (n.) (para. 6)	e) a point where lines or systems cross each other or join
		f) a quick examination
		g) spend a lot of time using computers
		h) department(s) of a company

B. Fill in each gap using the information in the text.

* Watches of the future will not only have (1)_____ where images appear but also a/an (2)_____ which can carry out tasks like booking an eye exam.
* Those who have watched (3a)_____ and read (3b)_____ already have an idea about the possible dangers of the global Grid.
* Although the FBI has (4)_____ than Britain does, it still cannot prevent cyber crime because there are probably (5)_____.
* Mark Doll believes that in the future there will be (6)_____ consisting of police, engineers, and ex-hackers.

C. Mark the choice which is FALSE according to the text.

1. Circa 2020, there will probably be _____.
   a) cars which do not need drivers to steer them
   b) eyeglasses reminding the doctor that a new prescription is needed
   c) arsonists who can start an electrical fire through the cyber controls of a car
   d) top management positions for security officers in big companies
2. Cyber criminals of the future will probably _____.
   a) use a car that an auto company has produced to break into that company's database
   b) commit crimes without being present at the site of crime
   c) track trails of digital data to gather evidence for offenders
   d) break into places which have alarm systems

D. Mark the choice which is TRUE according to the text.

1. a) Software is not introduced to the market unless it is secure.
   b) Regarding cyber crime, no law has been enforced by the government yet.
   c) In the past year, hundreds of millions of dollars were lost in protection measures against hacking offences.
   d) Michael Vatis is the director of the FBI's National Infrastructure Protection Center.

2. Circa 2020, _____.

   a) the grid will have become a part of the Internet
   b) no single computer will be able to use the power of all computers
   c) there'll be a smart card in almost everything except for people
   d) insurance companies will have special policies that cover cyber risk

PSYCHOLOGY

13 TYPES OF LOVE

LUDUS : entertainment and excitement

1 Ludus love is experienced as a game. The ludic lover sees love as fun, a game to be played. The better he or she can play the game, the more the love is enjoyed. To the ludic lover, love is not to be taken too seriously; emotions are to be held in check in case they get out of hand and make trouble; passions never rise to the point at which they get out of control. Ludic love is a self-controlled love – a love that the lover carefully manages and controls rather than allowing it to control him or her. Ludic lovers change partners frequently. They retain a partner only so long as the partner is interesting and amusing. When the partner is no longer interesting enough, it is time to change. In ludic love, there is no mutual claim and no longtime commitment agreed upon by the partners. Instead, it is experienced because it is fun, and when it stops being fun, the relationship is terminated.

STORGE: peaceful and slow

2 Like ludus, storge lacks passion and intensity. However, whereas the ludic lover is aware of passion but keeps it under control, the storgic lover is unaware of any intensity of feeling. The storgic lover does not set out to find a lover but to establish a storge relationship with someone whom he or she knows and with whom he or she shares interests and activities. Storgic love develops over a period of time rather than in one mad burst of passion. Storgic lovers rarely say "I love you" or even remember what many would consider romantic milestones such as the first date, the first weekend alone, the first verbalization of feelings of love, and so on. Storgic love is sometimes difficult to separate from friendship; it is often characterized by the same qualities that characterize friendship: mutual caring, compassion, respect, and concern for the other person. Storgic love is slow not only in developing but also in dissolving. Storgic lovers can endure long periods of time away from each other without feeling that there is any problem with the relationship. Similarly, they may endure long periods of relative inactivity or lack of excitement without feeling there is any relationship problem.

MANIA : elation and depression

3 The quality of mania that separates **it** from all others is its extremes of highs and lows, of ups and downs. The manic lover loves intensely and at the same time intensely worries about and fears the loss of the love. This intense fear prevents the manic lover in many cases from deriving as much pleasure as might be derived from the relationship. At the slightest provocation, for example, the manic lover experiences extreme jealousy. Manic love is obsessive; the manic lover has to possess the beloved completely – in all ways, at all times. In return, the manic lover wishes to be possessed, to be loved intensely. Manic lovers are unhappy with life and so devote a great deal of energy to love. The manic lover's poor self-image seems capable of being improved only by being loved; self-worth seems to come only from being loved rather than from any sense of inner satisfaction. The manic lover needs to give and to receive constant attention and constant affection. When this is not given, such reactions as depression, jealousy, and self-doubt are often experienced and can lead to the extreme lows.

PRAGMA : practical and traditional

4 The pragma lover is the practical lover who seeks a relationship that will work. Pragma lovers seek compatibility and a relationship in which their important needs and desires will be satisfied. Computer-matching services seem based largely on pragmatic love. The computer matches persons on the basis of similar interests, attitudes, personality characteristics, religion, politics, hobbies, and a host of likes and dislikes. The assumption is that persons who are similar will be more apt to establish relationships than persons who are different. The pragma lover is concerned with the social qualifications of a potential mate even more than personal qualities; family and background are extremely important to the pragma lover, who relies not

so much on feelings as on logic. The pragma lover views love as a useful relationship, one that makes the rest of life easier. Not surprisingly, pragma lovers' relationships rarely deteriorate. This is true in part because pragma lovers have chosen their mates carefully and have emphasized similarities. Perhaps they have intuitively discovered what experimental research has confirmed, namely, that relationships between similar people are much less likely to break up than are relationships among those who are very different. Another reason for the less frequent breakups seems to be that their romantic expectations are realistic. They seem willing to settle for less and, consequently, are seldom disappointed.

EROS : beauty and sexuality

5 The erotic lover focuses on beauty and physical attractiveness, sometimes to the exclusion of qualities we might consider more important and more enduring. Furthermore, the erotic lover has an idealized image of beauty that is unattainable in reality. Consequently, the erotic lover often feels unfulfilled. Erotic lovers are particularly sensitive to physical imperfections in their beloveds – a nose that is too long, a complexion that is blemished, a figure that is a bit too full, and so on. Eros is an ego-centered love, a love that is given to someone because that person will return the love. It is in this sense a utilitarian, rational love because it is a calculated love with an anticipated return.

A. What do the following refer to?

1. it (para. 3) : _____
2. one (para. 4) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. ability to live together (n.) (para. 4) : _____
2. likely (adj.) (para. 4) : _____
3. unthinkingly (adv.) (para. 4) : _____
4. displeased, dissatisfied (adj.) (para. 5) : _____
5. expected (adj.) (para. 5) : _____

C. Fill in each gap with ONE word only using the information in the text.

* Ludic lovers think that love is a(n) (1)_____ to be enjoyed. They control their (2)_____ carefully and never let them get out of hand. They choose (3)_____ partners and they don't make any claim or any (4)_____. When love is no longer (5)_____, they break up and look for another partner.

* Manic lovers are afraid of losing love. They are full of worries and fears. Manic love is (6)_____ and possessive, and manic lovers easily get depressed, jealous, and full of self-doubt when there is a lack of (7)_____ and (8)_____. Being loved is the only thing that improves their (9)_____.

* Erotic lovers focus on an unattainable, (10)_____ image of beauty. They can't stand any (11)_____ in their lovers' physical appearances such as blemished skin or too long a nose. Their love is (12)_____; they give their love only if they are sure to be loved in return. Therefore, it is a utilitarian and rational kind of love since it is calculated.

D. Mark the following statements True (T) or False (F).

T F 1. Both storgic and ludic lovers try to keep passion under control.

T F 2. Although storgic love is very similar to friendship, storgic lovers value the moments of romanticism in their relationships.

T F 3. Lack of happiness and satisfaction is the reason why love plays a major role in manic lovers' lives.

T F 4. The pragma lover attaches greater importance to the social background of the partner than his/her personality.

T F 5. In pragma love, the risk of disappointment is quite high because of the lack of romantic attachment.

E. Mark the best choice.

1. It can be inferred from the text that _____ may cause a storgic relationship to dissolve.

a) long periods of physical distance
b) lack of respect for the other person
c) lack of fun and excitement together
d) verbalization of feelings of love

2. Which of the following is more likely to find a partner via computer-matching services?

a) The ludic lover
b) The storgic lover
c) The pragma lover
d) The erotic lover

14 BRANCHES OF PSYCHOLOGY

1 Psychology, which literally means the "study of the mind," has been a separate discipline since 1879, when Wundt opened the first psychology laboratory. It has developed a lot since then, and now it is possible to classify this discipline into eight major branches.

2 Physiological psychology is concerned with the neurological and physiological events that cause human thought and action. Some physiological psychologists are concerned with mapping the functions of various parts of the brain. **Others** study both the transmission of electrical information in the brain and the neurotransmitters that help or prevent such transmissions. In addition, physiological psychologists study the effects of drugs on human behavior.

3 Behavioral psychology deals with conditioning and learning. It is especially concerned with how experience changes thought and behavior. Initially, this field focused on the investigation of principles of learning among all species, but now it includes the study of specific types of learning for different species. Other areas of interest in the field include maladaptive learning, such as learned helplessness, and learning in traditional settings such as in the classroom and on the job.

4 Cognitive psychology is the study of thinking, concept formation, and problem solving. Work in this field has been much influenced and aided by the use of computers. Computers are used to present problems and tasks to subjects and to model the thinking and problem-solving processes of the brain. The impact of computers on cognitive psychology is also evident in the theories used to describe human thought. For example, such terms as short-term memory and long-term memory are parallel to the two types of memory that are available on computers.

5 Social psychology looks into all sides of human social interaction. It deals with matters like the development of friendship, the nature of romantic attachment, and the relative effectiveness of cooperation and competition on achievement. In recent years, social psychology has focused on the theory of attribution, which states that psychological perceptions of events do not always match objective realities.

6 Abnormal psychology, still another branch of psychology, is the study of maladaptive behavior, ranging from simple habit disorders (thumb sucking, nail biting) and addictions (alcohol, gambling, and so on) to the most severe mental disturbances. Abnormal psychology investigates the causes and dynamics of mental and behavioral disorders and tests the effectiveness of various treatments.

7 Vocational psychology is the study of how specific personality traits contribute to success in different occupations. In one approach, the characteristics of people already working in a specific profession are studied. If a personality pattern emerges, tests can then be constructed to measure the traits and interests of the people in the field. Other individuals who exhibit the same traits and interests can be counseled to consider the field as a possible vocational choice. Vocational psychologists also look for traits and **aptitudes** that contribute to success in an occupation.

8 As for industrial psychology, the main concern is the physical and psychological conditions of the workplace and how **these** contribute to an efficient work environment. Industrial psychologists are also concerned with the design of manufactured products. Some industrial psychologists, for example, are involved in the design of such items as dashboards, which are used in airplanes and automobiles. Their aim is to apply knowledge of human capabilities and limitations to the design of instrumentation, which is to be used by humans.

9 Business psychology, a relatively recent branch of psychology, is the study of the effectiveness of interpersonal relations in the workplace. Some business psychologists provide training workshops to improve the management skills of executives. They also evaluate job applicants and individuals being considered for promotion. They use a variety of psychological tests as well as interview procedures. Instruments are often designed for specific types of evaluations.

10 Finally, experimental psychology encompasses many different fields of psychology that use experimental procedures. It studies the basic sensory mechanisms: vision, hearing, taste, touch, and smell. Experimental psychology determines reaction times and reaction thresholds (the amount of stimulation needed to produce a response for any given sense), and it also develops psychological scales for physical stimuli, called psychophysics. Much experimental psychology today is closely tied to physiological psychology.

A. Mark the best choice.

1. 'Others' (para. 2) refers to other _____.

   a) physiological psychologists
   b) functions of the brain
   c) neurological and physiological events
   d) human thoughts and actions

2. Behavioral psychology _____.

   a) tries to change the thought and behavior of learners
   b) concentrates on the way thought changes behavior
   c) deals with maladaptive learning and learning in traditional settings
   d) avoids dealing with the principles of learning among species

3. Cognitive psychology _____.

   a) has become a model to solve the problems related to computers
   b) describes human thought by making use of computers
   c) has had a great effect on the development of computer terminology
   d) has helped in solving the concept-formation problems in computers

4. Social psychology _____.

   a) studies different aspects of communication among people
   b) stresses the importance of competition in nature
   c) fails to consider the relationship between perception of events and realities
   d) focuses on friendship that develops into a romantic attachment

5. Abnormal psychology _____.

   a) studies how addictions cause simple habit disorders
   b) investigates the causes of ineffective treatments
   c) explains the relationship between alcohol and nail biting
   d) evaluates how well different treatments cure maladaptive behavior

6. Vocational psychology _____.

   a) studies how success in occupations influences personality traits
   b) investigates the personality characteristics of people successful in their jobs
   c) involves revising already existing tests to measure different personality types
   d) provides counseling about possible fields for individuals with different traits

7. **aptitudes** (para. 7) probably means _____.

   a) professions
   b) disorders
   c) fields
   d) skills

8. 'these' (para. 8) refers to _____.

   a) concerns about the physical conditions of the workplace
   b) manufactured products
   c) the physical and psychological conditions of the workplace
   d) human capabilities and limitations

9. Business psychologists _____.

   a) study the interaction between businessmen and their families
   b) conduct training workshops on management skills
   c) inform job applicants of the interview procedures
   d) evaluate the results of job interviews

10. Experimental psychology _____.

   a) is associated with physiological psychology
   b) produces responses for the senses
   c) develops basic sensory mechanisms
   d) emphasizes vision and hearing rather than taste and touch

15 WHY WE LAUGH

1 Picture this cartoon: A man is watering his lawn just as an attractive blonde walks by. As he looks at her, he accidentally turns the hose on his dowdy wife, who is sitting on the porch. Men usually think the cartoon is funny. Women do not. And there's a good reason for the difference in opinion.

2 We start finding things laughable – or not laughable – early in life. An infant's first smile occurs at approximately eight days of age. Many psychologists feel this is his first sign of simple enjoyment – food, warmth, and comfort. At six months or less, the infant laughs to express complex delectations – such as the sight of mother's smiling face. Psychiatrist Martin Grotjahn says that the earlier an infant's smile and laughter occur, the more advanced his development is. Grotjahn's studies have revealed that children who do not develop **these responses** because they lack an intimate, loving relationship develop schizophrenic psychosis in later life.

3 Between the ages of six months and one year, the baby learns to laugh for essentially the same reasons he will laugh throughout his life, says Dr. Jacob Levine, associate professor of psychology at Yale University. Dr. Levine says that people laugh to express mastery over an anxiety. Picture what happens when a father tosses his child into the air. The child will probably laugh – but not the first time. In spite of his enjoyment of "flying," he is too anxious to laugh. How does he know Daddy will catch him? Once the child realizes he will be caught, he is free to enjoy the game. But more importantly, says Dr. Levine, the child laughs because he has mastered an anxiety. Adult laughter is less obvious, but we also laugh at what we used to fear. The feeling of achievement, or lack of it, remains a crucial factor. Giving a first dinner is an anxious event for a new bride. Will the food be good? Will the guests get along? Will she be a good hostess? All goes well; the party is over. Now she laughs freely. Her pleasure from having proved her success is the foundation for her pleasure in recalling the evening's activities. She couldn't enjoy the second pleasure without the first, more important one – her mastery of anxiety.

4 Laughter is a social response initiated by cues. Scientists have not determined a brain center for laughter, and they are puzzled by patients with certain types of brain damage who go into laughing fits for no apparent reason. The rest of us require company and a reason to laugh. Of course, we occasionally laugh alone; but when we do, we are, in a sense, socializing with ourselves.

5 Sigmund Freud recognized that we all repress certain basic but socially "unacceptable" drives, such as sex and aggression. Jokes, not accidentally, are often based on either sex or aggression, or both. We find these jokes funny because they provide a sudden release of our normally suppressed drives. We are free to enjoy the forbidden, and the energy we normally use to inhibit these drives is discharged in laughter. Another reason why laughter is pleasurable is because of the physical sensations involved. Laughter is a series of minor facial and respiratory convulsions that stimulates our respiratory and circulatory systems. It activates the secretion of adrenalin and increases the blood flow to the head and brain. The total effect is one of euphoria.

6 Of course, we don't always need a joke to make us laugh. People who survive frightening situations, such as a fire or an emergency plane landing, frequently intersperse their story of the crisis with laughter. Part of the laughter expresses relief that everything is now all right. During a crisis, everyone mobilizes energy to deal with the potential problem. Once the danger has passed, we need to release that energy. Some people cry; others laugh.

7 Part of the integral pleasure of a joke is getting the point. But if the sexual or aggressive element of the joke is too thinly disguised, as in "sick" humor, the joke will leave us feeling guilty instead of amused. We may laugh – but in embarrassment. According to Dr. Grotjahn, "The disguise must go far enough to avoid guilt," but "not so far that the thrill of aggression is lost." This brings us to why women may not have found the joke about the man watering his wife very funny – because they get the point only too well. Many psychiatrists agree that the reason women aren't amused by this kind of joke is that most sex jokes employ women as their target. Women sometimes make poor joke tellers for **the same reason**; consciously or subconsciously, they express their resentment by "forgetting" the story.

A. What do the following refer to?

1. these responses (para. 2) : _____
2. the same reason (para. 7) : that _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. pleasures(n.) (para. 2) : _____
2. release (n.) (para. 5) : _____
3. extreme happiness (n.) (para. 5) : _____
4. combine, mix (v.) (para. 6) : _____
5. gathers (v.) (para. 6) : _____

C. Answer the following questions.

1. When do reactions to events change from anxiety into laughter?

   _____

   _____.

2. What purpose do jokes about socially "unacceptable" drives serve?

   _____

   _____.

3. At what point does a joke get "sick"?

   The point where _____

   _____.

D. Fill in each gap using the information in the text.

Laughter is a social reaction that starts with cues. (1)_____ laughter remains unknown to scientists, who are confused by people suffering from (2)_____ without the presence of an obvious cause. Whereas such people with a particular (3)_____ laugh helplessly, most others need people around them, as well as an excuse, and in their case, laughing in the absence of other people means that (4)_____.

16 WHAT DO PEOPLE MOST REGRET?

1 When people sit back and take stock of their lives, do they regret the things that failed, such as a romance that foundered, the wrong career path chosen, bad grades in school? Or do they most regret what they failed to try?

2 A small but growing body of research points to inaction —failing to seize the day —as the leading cause of regret in people's lives over the long term. These findings are painting a new portrait of regret, an emotion proving to be far more complex than once thought.

3 Regret is a "more or less painful emotional state of feeling sorry about misfortunes, limitations, losses, transgressions, shortcomings or mistakes," says University of Michigan psychologist Janet Landman, author of several studies and a book on regret. "As a culture, we are so afraid of regret, so allergic to it that often we don't even want to talk about it," Landman says. "The fear is that it will pull us down the slippery slope of depression and despair."

4 However, psychologists say that regret is an **inevitable** fact of life. "In today's world, in which people exercise more choice than ever before in human history, it is so exceedingly difficult to choose consistently well that regret is something which people can't avoid," say Cornell University psychologists Thomas Gilowich and Victoria Medvec.

5 Regret involves two distinct types of emotion, what psychologists call 'hot' and 'wistful'. Hot regret is quick anger felt after discovering that you have made a mistake, like accidentally dropping a prized vase and seeing it smash into a thousand pieces, or buying some shares that suddenly **plummet** in price. This is when you want to kick yourself, and it is associated with a short-term perspective. Wistful regret, on the other hand, comes from having a longer range perspective. It is a bittersweet feeling that life might have been better or different if only one had seized the moment and taken certain actions. Typically, it means something that people feel they should have done but didn't do. That might mean having the courage to follow a different career or gambling on starting a new business.

6 Psychologists have focused on hot regret as the type most common to people's experience. Yet, the body of research suggests that wistful regret may appear more **prominently** in peoples' lives over the long term. Asked to describe their biggest regrets, participants most often **cited** things they failed to do. People said such things as, "I regret that I never pursued my interest in dance," "I should have spent more time with my children."

7 In a study of 77 participants, the researchers found that failure to seize the moment was cited by a 2 to 1 ratio over other types of regret. The group, which included retired professors, nursing-home residents, undergraduates and staff members at Cornell University, listed more than 200 missed educational opportunities, romance and career paths, as well as failing to spend more time with relatives, **pursue** a special interest or take a chance.

8 Studies suggest that regrets about education are overwhelmingly the biggest. "Not getting enough education, or not taking **it** seriously enough, is a common regret even among highly-educated people," says Janet Landman. Tied for a distant second place are regrets about work or love. People talk about having gotten into the wrong occupation, marrying too young, or that they wish their parents had never divorced, or there were fewer conflicts in their family, or that their children had turned out better.

9 Many people also express regrets about themselves. They may wish they had been more disciplined or more assertive or had taken more risks. The best example of this kind of regret is the lament of one of Woody Allen's characters, "I have only one regret, and that is that I am not someone else."

10 What people don't regret, however, are events that seem to be beyond their control. Personal responsibility is central to the experience of regret, according to Gilowich and Medvec. "People might **bemoan** their bad fate, but they rarely regret it in the sense that the term is typically understood." Their studies found that older people expressed slightly more regrets than did young people.

11 There is no solid evidence that regret increases as life goes on but regrets are likely to change throughout life. For example, according to Janet Landman, young women are more likely to report family-oriented regrets than young men. However, by middle age, men are more likely than women to regret not spending enough time with **their families**. And what do middle-aged women regret? Marrying too early and not getting enough education.

A. What do the following refer to?

1. it (para. 8) : _____
2. their families (para. 11) : the families of _____

B. The following words are boldfaced in the text. Match them with their meanings. Put the letters on the lines provided.

_____ 1. inevitable (adj.) (para. 4)

_____ 2. plummet (v.) (para. 5)

_____ 3. prominently (adv.) (para. 6)

_____ 4. cite (v.) (para. 6)

_____ 5. pursue (v.) (para. 7)

_____ 6. bemoan (v.) (para. 10)

a) carefully
b) noticeably
c) engage in
d) complain about
e) unsuccessful
f) stop
g) fall very quickly
h) mention
i) unavoidable

C. Mark the following statements True (T) or False (F).

T F 1. The results of new studies on regret confirm the traditional beliefs related to this feeling.

T F 2. Many people tend to share their feelings of regret because they believe it prevents depression.

T F 3. In a study carried out at Cornell University, the number of the cases of 'wistful' regret was twice the number of the cases of 'hot' regret.

T F 4. Regrets about work and love are less common than those about education.

T F 5. Woody Allen's character is pleased with who he is.

T F 6. A person still feels regret even if he is unable to control an event.

T F 7. The reason why older people express more regrets than young people is that regret increases as life goes on.

D. Answer the following questions in your own words.

1. Identify the types of regret (hot or wistful) for the following.
   a) Getting a ticket for speeding : _____
   b) Leaving school before graduating : _____

2. What is the main difference concerning the reaction time between the two types of regret?

   _____

   _____.

3. How do women's regrets change in time?

   _____

   _____.

17 ROLE-PLAYING WITH ATTITUDE

Assertiveness-training is helping shy and bullied pupils to confront their problems.

1 Maria, a quiet 13-year-old, is dominated by her older cousin. When confronted with his bullying, she always gives in, but inside she is seething with anger. In the center of a circle of classmates at Connaught School in east London, she shares her troubles. "He is horrible and sexist -- calls me a pathetic girl, an airhead, all the names he can think of to make me feel bad. Sometimes I end up screaming that he is a barbarian. Whatever I say, he always seems to win."

2 The group nods. They are all voluntary participants in an assertiveness-training course and Maria is not the only one with problems. Barbara, also 13, is here because she cannot stop arguing with her 11-year-old brother. "He winds me up, calls me fat. I shout back. It really gets me down," she says.

3 Most of the pupils admit they have volunteered because they are shy and need to build their confidence. But not all of them. Nadia, 12, is there to control a hot temper. "I can get so angry and aggressive that my face turns red. I needed to do something about it," she confesses.

4 Assertiveness-training is growing in pockets around the country. At Connaught, an all-girls school, **it** takes place after school for an hour and a half each week. Anna Hordyk, a teacher and trained counselor, moderates the sessions, which cover how to say no, how to express controlled anger and how to use compliments assertively, using discussion and role-play. **They** last for eight weeks and, once the course is completed, pupils can join a weekly club. By the time they reach the club, they have succeeded in improving their speaking skills and are able to express their feelings and identify their mistakes.

5 Maria elects to work through her problem with role-play, choosing Nadia to act as her 15-year-old cousin. She decides to confront the boy — the toughest course of action. **They** act out a real-life scene from the past, an episode where Maria wanted to use her cousin's computer and he refused. Nadia rants, "No, you cannot use my computer, because you are a girl, an airhead, a stupid idiot that likes books." Maria's shoulders hunch and the pitch of her voice rises.

6 "Can't you listen to me?" she pleads. She knows she has lost. It is left to the remaining seventeen girls in the group to criticize her performance. Her body language was wrong, she should have put her shoulders back instead of hunching them forwards, her voice whined, she needn't have defended herself, she should have maintained eye-contact, stuck to the point and repeated her message, a trick known as 'the broken record tactic'.

7 Maria's main objective is to stop the verbal abuse. Third time lucky, armed with a better technique, shoulders back, she bluntly states, "Yes, I am a girl and I am proud of it. You might have a problem with that, but I want you to treat me as an equal." The cousin shouts, "Why not?" Nadia is silenced. The class applauds. Aware that in real life you do not get three tries to get it right, Maria is determined she will try to use the technique on her cousin. "Speaking up felt good," she says.

8 Mrs. Hordyk insists that the success of role-playing depends on how well students understand the theory and can put it to practical use. "The objective is to give them the self-confidence and self-respect to say what they want. In fact, it is about learning that being clear and direct can actually achieve positive results." However, she stresses that it is not a solution to every situation or problem. Perhaps the most important lesson is to realize that if you are confronted with a bully, or someone who is racist or sexist, you will not necessarily be able to change their behavior. Sometimes it is assertive just to walk away.

9 Mrs. Hordyk believes assertiveness training should be part of the curriculum for boys and girls, but only if teachers have gone through a thorough training program. "The role-playing can sometimes reveal serious problems that children are experiencing. If a child is upset while witnessing another's role-play, you have to be aware that it has been a trigger for something. Theoretically, you have to be prepared for something serious that could be uncovered accidentally. If that occurred, a child would then need extensive counseling beyond a teacher's scope. It is an area where we have to tread very carefully."

A. What do the following refer to?

1. it (para. 4) : _____
2. They (para.4) : _____
3. They (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. shouts, yells (v.) (para. 5) : _____
2. level (n.) (para. 5) : _____

C. Find the phrasal verbs that mean the following in para. 1 and 2.

1. admit defeat : _____
2. be in a state without having planned it : _____
3. make sb. upset : _____
4. upset, depress sb. : _____

D. Mark the following statements True (T) or False (F).

T F 1. Both Maria and Barbara have problems with older members of their families.

T F 2. Nadia's problem is different from that of the majority of the group.

T F 3. It can be inferred from the text that pupils confront their problems through role-plays and discussions until they reach their objectives.

T F 4. Mrs. Hordyk emphasizes the importance of combining theory and action.

T F 5. Mrs. Hordyk indicates that people's behavior can always be changed for the better.

T F 6. Assertiveness-training can be integrated into the curriculum of a school, providing teachers are trained as well.

E. Answer the following questions.

1. What kind of pupils are more likely to benefit from assertiveness-training courses ?

_____

_____.

2. What is the most challenging aspect of Maria's solution to her problem?

_____

_____.

3. What could Maria have done as part of 'the broken record tactic'?

_____

_____.

4. Depending on the situation, what two types of assertive behavior are possible according to Mrs. Hordyk?

a) _____

b) _____.

5. When could role-playing make it necessary for a child to receive extensive counseling?

_____

_____.

18 CHILDHOOD FEARS

1 Fears, big and small, are a universal fact of early childhood—probably unavoidable even for the most secure of children. Your youngster may voice anxieties as far-fetched as "Are monsters real, Mommy?" or as logical as "Will the doctor give me a shot?" The thing to remember is that any worry, however silly it may seem to a grown-up, can be quite real and utterly daunting to a young child. As you offer your youngster reassurance at such times, you should try to do so without using the words "There's nothing to be afraid of"; to the child, there certainly is. If these fears are not dealt with properly, they may lead to psychological disorders in the child's future life.

2 All human beings feel fear at times; it is an innate reaction to potential danger, part of the human instinct for survival. As babies and young children are so dependent on others for their security, they are prone to many more fears than adults. A child expresses certain basic kinds of fear long before he can talk. An infant, for example, will be startled or begin to cry when he hears a loud noise or feels like he is falling. As children grow older, more complex anxieties arise naturally from rapid changes in their emotional make-up and their expanding perception of the world around them. Children's interest in their environment increases as they enter their second year of life, but their feeling of security is easily shaken by new experiences. They may be particularly skittish about sudden, unfamiliar sounds, such as the vacuum cleaner, passing fire engines, or a barking dog. During the toddler stage, the period between infancy and childhood when he learns and grows in many ways, a child's fears seem to grow more ill-founded rather than less so. This is due to his immature sense of spatial relationships and the child's distorted sense of his own size in relation to the size of the things around him.

3 The main reason for an increase in irrational fears after 18 months is the child's awakening imagination, which begins to intermingle with such emotions as anger and jealousy. These strong feelings often find expression in fears of imaginary enemies, such as robbers, monsters, and bogeymen. The toddler may refuse to stay in a room by himself, or she may demand that objects like scary masks or stuffed animals be put somewhere out of sight. Fears arising from her imagination reach a peak between the ages of 3 and 5. Struggling to distinguish between real and make-believe, children of this age often invent fantastic explanations for things they do not understand, and in the process, they may assign human feelings and motives to inanimate objects.

4 Despite their vulnerability to fears, children may develop a surprising array of psychological strategies for dealing with their own anxieties. You may notice your youngster, for example, going through a super-hero phase of pretend play between the ages of 3 and 5, when imagined fears tend to proliferate. Constantly reminded of their smallness and lack of control over events, children of this age often play the all-powerful hero in their fantasy games as a way of fending off the fantasy villains that threaten them. Other children try to overcome fears by experimenting with the source of the fear. For example, a child who is fearful of being flushed down the toilet may try to flush a toy down. Mommy may find it annoying to have to retrieve a sopping wet toy from the toilet bowl, but the child's reaction is quite the opposite: She feels reassured to see that the toy does not really disappear.

5 A youngster may also become quite strongly attracted to an object that he once feared, in an instinctive attempt to desensitize himself. If he was afraid of dogs, the child may suddenly begin stopping to admire every dog that he sees. In addition, many children use rituals as a method of holding their fears in check. A child who grows anxious and upset at the approach of bedtime is often comforted by a familiar routine—listening to a story, brushing his teeth, then being tucked in and kissed goodnight—because it reinforces his sense of security.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. support (n.) (para. 1) : _____
2. frightening (adj.) (para.1) : _____
3. non-living (adj.) (para. 3) : _____
4. defenselessness, powerlessness (n.) (para. 4) : _____
5. take back (v.) (para. 4) : _____

B. Fill in each gap using ONE word from the text to complete the sentence. Paragraph numbers are indicated in brackets.

* To grown-ups, children's fears and anxieties seem silly and (1)_____; i.e., unlikely to be true or difficult to believe. (para. 1)
* Being more independent individuals, adults are not as (2)_____ to fears as children are. In other words, they tend to suffer less from fears. (para. 2)
* Small children are especially (3)_____ about many sounds that adults are already familiar with. That is, they feel nervous and frightened when, for instance, they hear a passing ambulance or thunder. (para. 2)
* After 18 months, children's vivid imaginations start to mix with their emotions. When imagination and emotion (4)_____, irrational fears increase. (para. 3)
* Between the ages of 3 and 5, imaginary fears usually (5)_____, i.e., increase greatly and suddenly in number. (para. 4)
* Familiar routines (6)_____ a child's sense of security. In other words, such routines strengthen the feeling that nothing bad can happen to her. (para. 5)

C. Answer the following questions.

1. Why should parents take their children's irrational fears seriously?

   _____

   _____.

2. What affects infants' fears as they grow older?

   _____

   _____.

3. What is the result of a toddler's immature sense of spatial relationships and distorted sense of his own size?

   _____

   _____.

4. According to para.4, apart from playing the super-hero, what psychological strategy do children use to deal with their anxieties?

   _____

   _____.

5. What might a child instinctively do to desensitize himself against what he fears?

   _____

   _____.

19 ILLUSIONS

1 Illusions of all kinds have been a subject for speculation throughout history. From the visions of the future seen by the ancient Egyptians to the drug-induced hallucinations of the present day, there have always been people ready and willing to **indulge in** 'seeing the unseen'. Dr. Simon Deakin's admirable book, *Seeing Things: Hallucination or Vision?*, attempts to categorize such experiences and to put them into historical, spiritual and psychological perspective.

2 Deakin examines the physiological construction of sight, explaining the complex procedures by which light is transformed into electrical nerve impulses, which are then interpreted by the brain. The opportunities for disruption and disturbance in such a complex physical process are numerous, and are exemplified by the thousands of purely optical illusions which occur in everyday life. The ways in which the brain decodes and understands optical signals are still not fully understood, and our present knowledge, in Deakin's view, points us toward a physical explanation for many of the hallucinatory experiences previously **ascribed to** mental imbalance and psychiatric illness.

3 In his work, Deakin reveals the alarming tendency of humanity to indulge in hallucinatory drug-taking — a feature which crosses nearly every social, cultural and historical boundary. From the stone-age tribes of the Amazon to the ghetto-dwellers of New York's Bronx, hallucinatory drugs are part of everyday experience for a large part of the human race. The desire to escape a boring existence and to enter the world of heightened psychological experience is seen by Deakin as the basic human need which links these various drug-taking cultures.

4 The author is somewhat not successful in his attempt to explain spiritual visions in terms of current scientific knowledge. Taking examples from throughout history and across spiritual frontiers, Deakin **highlights** common threads within the many reported 'visions' of well-known spiritual figures. Unfortunately, his attempt to **reconcile** religious sensitivities with coldly scientific logic is rather half-hearted and unconvincing. We are left wondering where he stands on this issue — undoubtedly one of the most fascinating and currently unresolved areas of psychological enquiry.

5 The concluding, and most successful, chapters provide an overview of the latest research on the unconscious mind. Building on the pioneering work of Freud and Jung, modern psychologists have found interesting links between dreams, hallucinations and **deep-seated** psychological problems. In this book, Deakin **resurrects** the idea of finding significant clues to personality and behavior within the dreams and hallucinatory experience of patients. Evaluating the results of several research projects recently completed in the United States and Europe, Deakin points toward new breakthroughs in analysis and treatment, and for **this** alone, the book must be regarded as a valuable addition to our quest to understand one of the most mysterious of human experiences.

A. What does the following refer to?

1. this (para. 5) : the fact that _____

_____

B. The following words are boldfaced in the text. Match them their definitions. Put the letters on the lines provided. There are more definitions than you need.

_____ 1. indulge in (v.) (para. 1)

_____ 2. ascribe to (v.) (para.2)

_____ 3. highlight (v.) (para. 4)

_____ 4. reconcile (v.) (para. 4)

_____ 5. deep-seated (adj.) (para. 5)

_____ 6. resurrect (v.) (para. 5)

a) search for something difficult to find

b) strongly felt and very difficult to change or get rid of

c) bring back something into use or existence

d) find a way in which two opposite situations or beliefs are in agreement

e) attribute to

f) attract attention to or emphasize something important

g) affectionate, loving

h) allow yourself to do something enjoyable

C. Mark the following statements True (T) or False (F).

T F 1. There have been a lot of speculations about illusions since ancient times.

T F 2. Deakin's book examines illusions according to their historical, spiritual and psychological views.

T F 3. Deakin has succeeded in explaining the reason why people have hallucinations from a scientific perspective.

D. Mark the best choice.

1. Deakin believes that hallucinations are _____.

   a) due to complex procedures in the construction of sight and brain
   b) just spiritual visions of future, that is, a way of seeing the invisible
   c) experiences which can be explained only by psychology
   d) the optical illusions that the brain cannot decode or understand

2. According to Deakin, the reason why some people use hallucinatory drugs is that they _____.

   a) tend to indulge in harmful addictions just as their ancestors did
   b) are afraid of heightened psychological experience
   c) want to get away from the monotony of every day life
   d) try to escape the spiritual side of human existence

20 FACTORS INFLUENCING PROSOCIAL BEHAVIOR

1 Evolutionary theories assume that genetic similarity is important in prosocial behavior. Studies of nonhuman animal species indicate that the greater the genetic similarity between two individual organisms, the more likely it is that a bystander will help out when such help is needed. In addition to genetic similarities, there are many other factors ***influencing*** prosocial behavior.

2 One of these factors is the emotional state of the bystander. Generally, it might seem that being in a good mood would make people more likely to help, while a bad mood would ***interfere*** with helping. Actually, there is evidence that supports such assumptions. For example, experimenters have put research participants in a positive mood by showing them a comedy film or asking them to spend time outdoors on a pleasant sunny day. In each instance, the resulting positive feelings led to prosocial behavior toward a stranger. Nevertheless, research ***indicates*** that the effects of emotional state on helping someone are more complicated than one might guess because several additional factors must be taken into account.

3 Consider a somewhat different situation. What if a bystander who is in a very positive mood ***encounters*** an ambiguous emergency situation? In unclear situations, a common reaction seems to be an unwillingness to spoil happy feelings by assuming that someone needs help, one can just as easily assume that no real emergency exists. Furthermore, what if the emergency is unmistakable and helping would require you to do something unpleasant or even dangerous? Research evidence indicates that whenever being helpful might spoil a person's good mood, positive emotions actually tend to result in less helpfulness.

4 Another common belief is that someone in a negative mood is less likely to be helpful, and again, this effect has been confirmed by empirical research. However, negative emotions can also have the opposite effect under specific circumstances. For example, if the act of helping seems to be likely to make you feel better, negative emotions tend to increase the occurrence of prosocial acts. This positive effect of negative emotions is most likely to occur if your negative emotions are not extremely ***intense***, if the emergency is clear, or if the act of helping is interesting and satisfying rather than difficult and unpleasant.

5 There are also cognitive factors influencing a person's response to a situation. In non-emergency situations, the potential helper often has time to ***assess*** the person in need of help. These cognitive evaluations can foster, or sometimes produce, an emotional response that will, in turn, ***determine*** whether one helps or not.

6 If you were taking a walk and came across a man lying unconscious on the sidewalk, your ***tendency*** to help or not help would be influenced by all of the factors discussed above. But let's add another element to this situation. Would you be more willing to help the man if his clothes were stained and torn, and he was clutching a wine bottle in his hand, or if his clothes were neat and clean and he had a bruise on his forehead? The odds are that you would be less strongly motivated to help the badly dressed man with the wine. Why? Despite the fact that both of these strangers seem to need assistance, you would be more likely to act if you did not make the attribution that the man was personally responsible for his difficulty. In general, if the victim is perceived to be the cause of the problem, people are less motivated to help; in fact, they are likely to ***respond*** with the emotion of disgust and be ***unwilling*** to help, because, after all, "the victim is to blame". Help is much more likely if the problem is believed to be caused by circumstances beyond the victim's control. When the victim is not responsible for the problem, we respond with empathy, which motivates a helpful response.

7 Moreover, if you are prejudiced against a particular group, your attributions may be more negative, as well as your emotional response, and decrease the likelihood of helping. For example, research evidence suggests that a homosexual stranger in need received less help than a heterosexual stranger, although the two were in exactly the same position and for the same reason.

8 Most religious belief-systems encourage selflessness and helpfulness. On this basis, you might think that those with strong religious beliefs would be particularly prosocial or altruistic. In general, research has not supported that expectation; religious individuals are often as ***vulnerable*** as others to the many barriers that can thwart the urge to help.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. based on observation or experiment rather than theory (adj.) (para. 4) : _____
2. ability to understand how someone else feels (n.) (para. 6) : _____
3. stop something from happening (v.) (para. 8) : _____

B. Answer the following questions.

1. How is a person's mood generally thought to influence prosocial behavior?

   _____

   _____.

2. With the research results on emotional state of the bystander, what conclusion did the experimenters reach regarding factors leading to prosocial behavior?

   _____

   _____.

3. Why might a person in a good mood refuse to help in an emergency?

   _____

   _____.

4. Write two conditions under which prosocial act can occur despite a bystander's negative emotions.

   a) _____

   b) _____.

5. What is generally expected from religious people regarding helpfulness?

   _____

   _____.

C. Fill in each gap using the information in the text.

* Cognitive factors also have effects on a bystander's response. If the situation he has encountered is not a(n) (1) _____, the bystander often has enough time to consider the situation, which enables him to (2)_____ _____. Such an evaluation might affect his decision to help. In fact, what determines helping is the (3)_____ produced by these evaluations.

* The victim's appearance is an important factor affecting the bystander's evaluation. If the victim is a(n) (4)_____ man lying unconscious with a bottle of wine in his hand, it is less likely that (5)_____ _____ the bystander. In such a situation, the bystander might think that the victim is (6)_____ the problem. Therefore, he doesn't want to help him. The bystander will want to help if he thinks that the situation results from (7)_____.

* Another factor affecting prosocial behavior is the bystander's (8)_____ _____ such as homosexuals.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match the words with their meanings. Put the letters on the lines provided.

_____	1. influence (v.) (para. 1)	a)	say or do something as a reaction, act in return
_____	2. interfere with (v.) (para. 2)	b)	decide, make up one's mind
_____	3. indicate (v.) (para. 2)	c)	not ready, prepared or inclined to do
_____	4. encounter (v.) (para. 3)	d)	judge or decide the value, quality or importance of
_____	5. intense (adj.) (para. 4)	e)	a likelihood to behave in a particular way
_____	6. assess (v.) (para. 5)	f)	affect or change how something or someone develops
_____	7. determine (v.) (para. 5)	g)	experience, especially something unpleasant
_____	8. tendency (n.) (para. 6)	h)	prevent something from happening
_____	9. respond (v.) (para. 6)	i)	easily influenced or hurt
_____	10. unwilling (adj.) (para. 6)	j)	powerful, forceful, or very strong
_____	11. vulnerable (adj.) (para. 8)	k)	show or make clear that something exists or is likely to be true

B. Fill in the blanks with the correct forms of the words from part A. Use each word only ONCE.

* A child's ability to develop prosocial behaviors goes back to its infancy. In their first few months, infants begin to show interest in human faces and will seek out eye contact with others. As they grow, they begin (1)_____ more, showing signs of prosocial behavior quite early. Their ability to develop such behavior (2)_____ them socially. Research (3)_____ that children who have difficulties in these areas may not be accepted in school or have a hard time staying in school, so parents who want to promote prosocial behavior at an early age can take the advantage of their children's natural (4)_____ to imitate to promote prosocial behavior.

* Empathy is the feeling of concern and understanding for another's situation or feelings. So far, different writers have done research to (5)_____ the aspects of empathy. They have (6)_____ their subjects' emotional states, perceptions, and behavior, and found that having empathy for others helps individuals deal with the conflicts they themselves (7)_____ in their daily lives. For example, empathy training has led to increased motivation on the part of older students to be open and self-revealing and to take everyone's needs into account when dealing with conflict situations.

* Narcissism is a personality trait that shows itself as an (8)_____ love of oneself. In psychiatry, it is defined as a personality disorder and a serious emotional disturbance characterized by a grandiose or extremely exaggerated sense of self-importance. Individuals with this disorder lack empathy for other people yet need constant admiration from them. Despite their inflated opinions of themselves, they are (9)_____, suffer low self-esteem and often don't like themselves. Therefore, they seek attention that confirms their exaggerated image of themselves. This disorder may regularly (10)_____ with a person's interactions with family, friends, or co-workers. When it comes to treatment, people with narcissistic personality disorder are (11)_____ to admit they even have it. Instead, they may seek treatment to address a related problem, such as depression or a job crisis.

21 THE STUDY OF BEHAVIOR

1 The discipline of general psychology is concerned with the study of human behavior. How man acts in both public and in private, how he responds in certain situations, and even how he feels may be considered behavior. Part of man's behavior is rooted in ***heredity***, and is therefore common to all men: when faced with what is considered to be a fearful situation, all men will tremble. Most of our behavior, however, is learned. If two people are shown the same snake, their reactions might be very different. One person might curiously watch the snake twist and turn. The other person might run away as quickly as possible. The **distinction** between the two types of behavior, hereditary and learned, is not always clear, for the effect of environment begins immediately after birth. One can also speak of a mixture of **the two**. In fact, none of our behavior is completely free of society's influence.

2 Most animals are born with the capacity to live independently in the world soon after birth. Fish are born able to swim, and, within moments of birth, start behaving as miniature adult fish. Chicks start pecking at the ground for food shortly after leaving the egg. Although its legs are wobbly at first, a pony can stand and walk soon after birth. While a kitten is born blind and helpless, within a month it fearlessly attacks everything in its path. In comparison with other animals, however, man is born helpless and remains that way for an extended period of time. A human child must be protected from cold, carried about, and cannot even be fed without his mother's help. One could hardly imagine a child of three totally independent, having to feed and care for himself. Yet, after living three years, most other animals are ***mature***. Why is man's maturation so much slower than that of most other animals?

3 The behavior of animals is largely what we call automatic or instinctive. Given certain environmental conditions, a female bird will start building a nest. Other female birds of the same species will carry out the **identical activity** at the same time. This behavior occurs when there is an appropriate stimulus; that is, something in the environment automatically stimulates the bird to act in a certain way. A great deal of a bird's life is regulated by patterns of behavior that are built into its biological system, much as information is programmed into a computer. If the stimulus is present, the behavior will automatically follow. For example, a female bird knows she must sit on her eggs until they hatch. If porcelain eggs are ***substituted*** for her own eggs, she will continue to sit on them, waiting for the artificial eggs to hatch. She cannot behave in any other way.

4 Instinct allows little freedom of behavior. A bird cannot decide to build an ***innovative*** nest, but must build according to the programmed plan. The programmed plan is suitable for the environment in which the animal lives, but does not permit the animal to choose a new environment nor to change its environment. Man, however, is found in a wide variety of environments, ranging from the very hot to the very cold, from the very humid to the extremely dry. He is found where caves provide natural shelter, where wood can be used to build houses, and where he must shape and bake the earth into bricks before he can use it to construct a shelter. This is possible because most of man's behavior is not based on instinct and is therefore more adaptable. Instead of having the solutions to life's problems programmed into his biological system, man has the intelligence to solve these problems and the motivation to seek the solutions. While other animals have strength or swiftness, man has his mind. This intelligence allows man to adapt himself to his environment and even to change it.

5 Motivation to ***satisfy*** man's needs is provided by drives. These drives do not determine behavior, but rather direct man's energy towards certain goals. For example, man's body requires food; this is a biological need. When this need is present, man feels uncomfortable and his thoughts turn to obtaining food or satisfying that need. If his hunger is severe, it will be difficult for him to concentrate on anything but his need for food.

6 While all men feel hunger, there is no one method for **relieving** this unpleasant feeling. How needs are satisfied depends upon solutions we have been taught by others or learned from our own experiences. As we grow and mature, we learn what foods our society considers acceptable and how they should be prepared and eaten. In some societies, for example, pork is considered a special food and is eaten on festive occasions, while in other societies it is strictly forbidden. In some societies, fish is always cooked, but in other societies raw fish is preferred. The way in which man satisfies a drive is, therefore, a learned response. He cannot just eat whatever he wants or whenever food is available; his satisfaction of the hunger drive is determined by society's rules. Although we are hungry, according to society's rules, we should not steal food, even if it belongs to someone weaker than we are.

A. What do the following refer to?

1. the two (para. 1) : _____
2. identical activity (para. 3) : _____

B. Mark the best choice.

1. **distinction** (para. 1) probably means _____.
   a) difference c) motivation
   b) reaction d) influence
2. **relieving** (para. 6) probably means _____.
   a) accepting c)solving
   b) maintaining d)comforting

C. Fill in the chart below using the information in the text.

Underlying fact	Example behavior
1. Instinct allows little freedom of behavior.	1. _____ _____.
2. _____ _____.	2. A female bird will continue to sit on china eggs, waiting for them to hatch.
3. _____ _____.	3. A kitten is born blind and helpless, but within a month, it attacks everything on its path.

D. Answer the following questions.

1. What difference between man and animals makes it possible for man to live in all environments?

_____

_____.

2. What role do 'drives' play in man's satisfying his needs?

_____

_____.

3. What prevents man from eating whatever he wants or whenever food is available?

_____

_____.

VOCABULARY PRACTICE :

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
heredity (n.) (para. 1)		

1. There are many possible causes of ill health; _____ partly plays a role, but mainly its origin lies in our mental state, life-style and diet.
2. Now it is known that species evolve from pre-existing species. New species _____ the basic plan of old species plus, some variation that makes them different species.
3. Thomsen's Disease is a _____ disorder in people that causes spasms and rigidity in certain muscles when any attempt is made to move.

Word	Definition	Different Forms
mature (adj.) (para. 2)		

4. Young people who abuse drugs regularly often end up as _____ adults because they never learn to cope with their problems.
5. Researchers question the standard human _____ period stating that it can occur at an earlier age if parental motivation and perseverance are great enough.
6. Considering the steady rise in the proportion of _____ and part-time students returning to education, most schools have started to offer part-time and distance-learning programs to cater to their needs.

Word	Definition	Different Forms
substitute (v.) (para. 3)		

7. There are many people, including leading experts, who argue that cyclamates, a useful calorie-free _____ for sugar, should be banned because of its side-effects.
8. The system was abandoned because it was unreliable and costly, but no new system has been _____ for it.
9. In Australasia as a whole, gas is the fuel of the future, but the main challenge is to reduce the need for imported oil by increased exploration and by the _____ of more abundant fuels.

Word	Definition	Different Forms
innovative (adj.) (para. 4)		

10. Many companies value the contributions their employees can make and they encourage _____ ideas.
11. The 1980s witnessed an unprecedented increase in the scale and scope of the electronic media of communication, as well as genuine _____ in their nature.
12. Entrepreneurial organizations in highly competitive and technologically fast-changing environments need first and foremost to respond to change and to _____.

Word	Definition	Different Forms
satisfy (v.) (para. 5)		

13. Australia's immigration program is specifically designed to target applicants who have skills or outstanding abilities that will contribute to the Australian economy. For General Skilled Migration to Australia, applicants must be able to _____ this basic requirement.
14. One has to spend a good deal of time and energy on a job search since there are always many actions to take to increase the chances of getting a _____ job.
15. Job _____ is usually derived from one's working conditions. Normally, for a worker to be 16. _____ with his job, he has to be happy with the prevailing working conditions.

22 ADDICTIVE PERSONALITY

1 Addiction refers to a wide and complex range of behaviors. In addition to familiar addictions, such as alcohol dependence, drug dependence, and smoking, addictive behaviors have also been associated with food, exercise, work, and even relationships with others. Some experts categorize **them** into five types: patterns, habits, compulsions, impulse control disorders, and physical addiction. Compulsions differ from patterns and habits since they originate from the purpose of relieving anxiety. Impulse control disorders, such as overeating or overworking, provide short-term gratification but are harmful in the long run. In contrast to these types of behavior, physical addiction involves dependence on a habit-forming substance.

2 In spite of the variety of activities that can be considered addictive, people who engage in them tend to have certain attitudes and types of behavior in common. An addiction is generally associated with relieving anxiety or blocking out other types of uncomfortable feelings. People who are engaged in addictive behavior tend to plan their lives around it; in extreme cases they will do almost anything to obtain the substance or engage in the behavior. The addiction makes them neglect other areas of their lives. **They** are commonly secretive about it, either out of shame or to protect their access to the substance. When someone wants to talk about their problem, they generally deny that they have a problem although privately they regret their addictive behavior, which in many cases they have tried without success to discontinue. Within themselves, they are usually very uncomfortable about having an addiction and feel ashamed of it. They try to escape the shame by telling themselves that they can stop whenever they want.

3 Substance abuse and dependence are among the psychological disorders in the list of major clinical syndromes. Alcohol, which is classified as a depressant, is probably the most frequently abused psychoactive substance. An alcoholic has been defined as a person whose drinking impairs his or her life adjustment, affecting health, personal relationships, and work. Alcohol dependence, sometimes called alcoholism, is about five times more common in men than women, although alcohol abuse by women and by teenagers of both sexes is growing. Not all addictive behavior involves the use of drugs or alcohol. One such potentially life-threatening type of behavior is compulsive overeating associated with obesity. While obesity is viewed as a physiological condition in some cases, it is commonly linked to a long-standing pattern of overeating and an addictive relationship to food. These originate from factors that are related not only to personality, but also to learned responses. Another type of non-drug-related addictive behavior is compulsive gambling. While about half of all persons engage in some form of gambling at some point in their lives, the compulsive gambler exaggerates this activity so much that it has an obstructive influence on their lives psychologically and financially.

4 Addictions are difficult to treat. Addictive behavior, according to experts, often involves long-term psychological problems and **many** consider recovery as an ongoing, lifelong process. Physical addictions alter a person's brain chemistry, so people addicted to a type of activity from which it is impossible to abstain entirely must learn to understand and alter their behaviors. The recovery process cannot start without admitting that there is a problem. Biological intervention may be necessary, including medication to treat withdrawal symptoms and treatment for malnutrition. There are many kinds of psychological intervention available. Among the most effective are group therapy, environmental intervention, which deals with negative factors in an addict's social environment, and also behavior therapy.

A. What do the following refer to in the text?

1. them (para. 1) : _____
2. they (para. 2) : _____
3. many (para. 4) : many _____

B. Find words in the text which mean the following. Write ONE word only and do not change the form of the word.

1. satisfaction, pleasure (n.) (para. 1) : _____
2. weakens, damages (v.) (para. 3) : _____
3. disruptive, unwanted (adj.) (para. 3) : _____
4. avoid, keep from (v.) (para. 4) : _____

C. Answer the following questions.

1. What makes compulsions different from patterns and habits?

   _____

   _____.

2. What do addicted people do when they are forced to talk about their problem?

   _____

   _____.

3. What do addicts do to avoid the shame of addictive behavior?

   _____

   _____.

4. What are the factors that result in overeating?

   _____

   _____.

5. What is the first step of recovering from any kind of addiction?

   _____

   _____.

D. Mark the statements True or False.

T F 1. The attitudes and types of behavior of addictive people vary according to the type of addiction they suffer.

T F 2. The rate of alcohol abuse among women is not as high as that among men.

T F 3. Group therapy aims to improve the social environment of the addict.

VOCABULARY PRACTICE:

Write the correct form of the words to complete the text.

* Not all doctors agree on what (1)_____ or dependency is, particularly because, traditionally, it has been defined as being applicable only to a psychoactive substance (drugs, tobacco, alcohol etc.), which is ingested, crosses the blood-brain barrier and (2)_____ the natural chemical behavior of the brain temporarily. Many psychology professionals, however, now feel that there should be accommodation made to include within the definition psychological dependency on such things as gambling, food, sex, pornography, computers, work, and shopping/spending because many experts (3)_____ these with addictive behavior.	1.addicted 2. alteration 3. association
* As for the causes of addictive behavior, many people consider them to be behaviors learned in response to the environmental factors. There are some others who argue for a genetic (4)_____.	4. originate
* Because most addicts (5)_____ they have a serious problem, therapists often classify patients with chemical dependencies, especially drug (6)_____, as either interested or not interested in changing. Treatments usually involve planning for specific ways to avoid the addictive stimulus, and therapeutic (7)_____ is intended to help a client learn healthier ways to find satisfaction. Most treatments focus on deprivation of the stimuli causing addiction. However, when the addictive substance is withdrawn, or (8)_____ to the substance is blocked, the effects of the reacting chemicals are unpredictable. In fact, withdrawal from the substance can be extremely uncomfortable, even life-(9)_____.	5. denial 6. abuse 7. intervene 8. inaccessible 9. threat

23 SCHIZOPHRENIA

1 Besides neurosis, there are a number of varieties of mental disorder. Some are clearly the result of organic ***deterioration*** or damage of the brain. Others are poorly defined as character disorders, a category that includes alcoholism, drug addiction, and an apparent inability to live up to the expectations of society without feeling guilty. Also familiar to most people are psychosomatic disorders, with symptoms such as ulcers and high blood pressure, which are not organic illnesses even though **they** result from psychological stress.

2 Within this broad range of types of disorder, schizophrenia is especially important to understand. It is one of the psychoses i.e, serious disorders that involve major disturbances in the ***perception*** of reality. This is a common disorder in our culture, accounting for approximately half of the hospital beds ***occupied*** by psychiatric patients.

3 Perhaps the most striking symptom of schizophrenia, and **one** which appears very frequently, is a basic disturbance of the use of language. Words, rather than being selected so that they make communication possible, are combined on the basis of peculiar and ***illogical*** associations, or common associations that are out of place in that particular communication. This may lead to varying amounts of language disturbance, from slightly peculiar use of language to a word salad that is totally incomprehensible.

4 Concept-formation tasks show similar disturbances of the thinking of schizophrenics. If asked to classify objects, they will do so in idiosyncratic ways that are difficult to describe. A knife might be classed with an apple, an orange, and a banana because it could be used to peel the apple. Similarly, the experimenter and furniture in the room may be classified along with the experimental objects. These and similar types of distortion have led some investigators to conclude that the basic problem in schizophrenia is a failure of attention processes and ***consequent*** inability to exclude irrelevant material from consciousness.

5 Loss of contact with reality is shown in a variety of ways. Delusions, which are unshakable beliefs that are clearly mistaken, are held by many schizophrenics. These may take many forms, with feelings of being persecuted, delusions of grandeur, and sexual delusions the most common. ***Distorted*** perceptions are shown in responses to the projective tests and sometimes in self-images of one's own body. One study found that, unlike other people, most schizophrenics are unable to recognize photographs of their own bodies.

6 Besides displaying disturbance of language and thought, schizophrenics are known for changes in their emotions and behavior. Their emotions often seem inappropriate, showing great anxiety or rage for no ***apparent*** reason. Certain other emotions seem to be blunted, so that joy and sadness are absent even when they would be appropriate. An experience of great emotional meaning, such as the death of a parent or child, will be described with no apparent feeling. This emotional ***withdrawal*** mirrors a social withdrawal from the world. Indeed, one common early symptom of schizophrenia is a withdrawal from normal social contact with others.

7 The wide variety of symptoms described do not all develop at the same time, and the course of symptom development differs from one person to another. In some cases, the **onset** of symptoms is fairly sudden, is clearly related to extraordinary stresses on the individual, and is depression and confusion are present. These individuals are unlikely to have well-developed delusions. Their illness is clearly a reaction to specific stresses, and the chances of their recovering are relatively good. Because their symptoms are clearly related to a reaction to particular stresses, these individuals are frequently described as having reactive schizophrenia. On the other hand, some individuals develop their symptoms more gradually over a longer time, and the symptoms are not so clearly related to extraordinary stress. These cases are more liable to develop systematic delusions. These individuals generally were less ***well-adjusted*** before the onset of their symptoms and have less of a chance of recovering. Because their symptoms reflect processes that have continued for a ***considerable*** period of time, they are sometimes described as showing process of schizophrenia.

A. Mark the best choice.

1. 'they' in para. 1 refers to _____.

   a) feelings of guilt
   b) psychosomatic disorders
   c) symptoms
   d) organic illnesses

2. 'one' in para. 3 refers to _____.

   a) symptom
   b) schizophrenia
   c) basic disturbance
   d) use of language

3. **onset** in para. 7 is closest in meaning to _____.

   a) elimination
   b) excess
   c) continuation
   d) start

4. Which of the following can be said about the schizophrenics' use of language?

   a) Speech disturbance is at a basic level.
   b) Words are chosen so as to make comprehension impossible.
   c) Sometimes the associations they form are not relevant to the context.
   d) It is impossible to understand a word of what a schizophrenic is saying.

5. Those with reactive schizophrenia _____.

   a) display the same symptoms within a specific period of time
   b) have well-developed delusions
   c) develop the illness as a response to the stresses they undergo
   d) have little chance of recovery

6. Which of the following is **FALSE** according to the text?

   a) About half of the patients in psychiatric wards in hospitals are schizophrenics.
   b) Schizophrenics follow no logic in the way they group objects.
   c) Schizophrenics lack the ability to distinguish between relevant and irrelevant information.
   d) Schizophrenia is a mental disorder in which the perception of reality is distorted.

B. Mark the following statements True (T) or False (F).

T F 1. Before the emergence of their illness, patients with process schizophrenia are as well adjusted to society as those with reactive schizophrenia.

T F 2. Systematic delusions are more likely to be seen among individuals with process schizophrenia.

C. Answer the following questions.

1. What are the examples of delusions held by many schizophrenics?

   _____

   _____.

2. Which symptom of schizophrenia does inappropriateness in behavior and emotions reflect?

   _____

   _____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item mark the choice that gives its SYNONYM in that meaning.

1.	perception (n.) (para. 2)	a) awareness c) receptiveness	b) inspection d) examination
2.	consequent (adj.) (para. 4)	a) implicit c) incomplete	b) subsequent d) conditional
3.	withdrawal (n.) (para. 6)	a) compliment c) onset	b) elimination d) isolation
4.	well-adjusted (adj.) (para. 7)	a) firm c) normal	b) determined d) variable
5.	considerable (adj.) (para. 7)	a) indefinite c) unpredictable	b) negligible d) substantial

B. The following words are italicized in the text. For each item mark the choice that gives its ANTONYM in that meaning.

1.	deterioration (n.) (para. 1)	a) application c) separation	b) improvement d) treatment
2.	occupy (v.) (para. 2)	a) vacate c) arrange	b) order d) manage
3.	illogical (adj.) (para. 3)	a) secure c) rational	b) vulnerable d) durable
4.	distorted (adj.) (para. 5)	a) reactive c) conclusive	b) specific d) accurate
5.	apparent (adj.) (para. 6)	a) vague c) tentative	b) certain d) solid

C. Fill in the blanks with the words from part A and B. Use each word only ONCE.

* A mental illness is a disease that causes mild to severe disturbances in thinking, (1)_____, and behavior that may significantly impair the person's ability to cope with life's ordinary demands and routines. A mental illness can be a temporary condition. That is, a previously (2)_____ individual may have an episode of illness lasting weeks or months, and then may go for years, even a lifetime, without further difficulty. A mental illness sometimes comes "out of the blue" with no specific or (3)_____ cause, but sometimes it may have biological causes. For instance, schizophrenia, which is the most disabling and serious of mental illnesses, is believed to be caused by chemical imbalances in the brain. When these chemicals are out of balance, messages may not make it through the brain correctly, and this may produce (4)_____ connections.

This causes a variety of symptoms, one of which is a (5)_____ from social life. Another symptom is that the patient may have (6)_____ and irresistible thoughts and impulses. S/he usually feels that something bad will happen unless the obsessions are acted upon. Not only the chemical imbalances in the brain but also the (7)_____ of the brain may be responsible for these symptoms. Besides biological factors, psychological factors may also contribute to mental illnesses. For example, a family member's illness is usually very traumatic for a child, and the (8)_____ worries may continue throughout her/his life. In her/his young adulthood, s/he often fears becoming ill herself/himself. As s/he grows older and has a family of her/his own, s/he worries about her/his children becoming ill.

* No matter what the cause is, in today's world, mental illnesses are becoming extremely widespread, and those who suffer from these illnesses (9)_____ more hospital beds than patients with cancer, diabetes, and heart disease. Although so many medications and forms of psychotherapy are available to treat mental illnesses, these treatments can not be effective if (10)_____ support is not received from family and friends.

24 NATURAL BORN KILLERS (PART I–ALTRUISM*, A GENETIC BEHAVIOR)

1 Revenge might make us feel better, but in the end it is not the point. What matters is to make the world safer, and for that we need some inkling of why people who are neither mad nor stupid kill people they have never even met. We need a feel for the conditions that promote such behavior and the mindset that leads to it. In short, we need some insight into that elusive quality known as human nature.

2 But what has emerged most starkly from September 11 and the Afghan aftermath is that we haven't got a clue about how to improve on simple retaliation, which may be high-tech in execution but in strategy belongs to the Stone Age. To probe our own nature, we should wherever possible bring science to bear because its ideas are testable, and so can be worked on and improved. With luck, it can move us beyond mere opinion. One obvious approach is to look at our own biology, for although we think of ourselves in ethereal terms, we are also creatures of biology, evolved like any other, and it must be sensible to ask what that implies. For this, we have to turn to the branch of biology known as evolutionary psychology.

3 Mere biology would scarcely seem to be up to the task of explaining why young men and women should sacrifice their own lives as suicide bombers. Their behavior seems both shocking and incomprehensible, a cue for politicians to rage about "fanaticism" and resurrect the Cold War concept of "brainwashing." Yet, the term "fanaticism" taken alone has no explanatory value and is often racist: the implication is that Muslims in general and Arabs in particular are prone to **such behavior,** together perhaps with the Northern Irish. Sacrificing oneself for the rest, it's implied, is innately pathological and therefore defies understanding and cannot be seen as part of our evolved nature.

4 Can't it? A whole number of creatures from all sections of the phylogenetic tree, including many that have no brains to be washed and certainly follow no religion, are known to sacrifice themselves in all kinds of circumstances. The driving forces are clearly genetic, as it is possible in principle to show how such behaviors may follow Mendelian patterns of inheritance and the underlying reasons can be analyzed according to the rules of game-theory, the theory of rational behavior for interactive decision problems.

5 The ubiquitous gut bacterium *Escherichia coli* provides a case study. Two scientists at Michigan State University, Richard Lenski and Greg Velicer, found that when nutrients are in short supply, different strains of the bacterium engage in chemical warfare. Individuals within each strain produce toxins called colicins that kill bacteria of other strains but not those of their own. Yet, there's a snag. Individual bacteria that produce the toxin kill themselves in the process, just as a honeybee does when it stings or, as Lenski and Velicer point out, like a "suicide bomber" (and they wrote their paper well before September 2001). Self-sacrifice makes evolutionary sense because the gene that promotes the behavior is also contained within other bacteria of the same genotype. All individuals of a given genotype will contain the colicin gene, but only a few actually produce the toxin and so sacrifice themselves on behalf of the others. Game-theory analysis can show what proportion will emerge as suicide bombers.

6 Humans, of course, are not bacteria. It would, however, be a significant metaphysical conceit to suppose that we can learn nothing from other creatures. We have genes too, and they influence our behavior. The rules of genetics are universal, so the same broad forces that shape the general behavioral strategies of all creatures must apply to us, too. Specifically, broad biological principles tell us that, whatever the species, it is not surprising that some individuals in a society – and not just those who are pathologically prone to "fanaticism" – might sacrifice themselves for the rest.

7 In our own species, suicide bombers and hijackers willing to die for the cause are more often young men rather than women. Female suicide bombers have recently struck several times in Israel, and the Tamil Tigers, who have carried out many more suicide bombings than the Palestinians, have also employed women bombers, but young male bombers are in the great majority. No one is surprised by **this** because among all categories of human beings, male and female, young and old, it's young men who are the biggest risk-takers, not just in matters of physical prowess but in all aspects of life. This tendency may well derive directly from reproductive physiology. Females who are fertile and want to have a baby are generally able to do so. Males can in principle impregnate a great many mates, but this capability increases the competition between them, so they can easily finish up with no mates at all, and they often do. Males can't be certain of reproducing without taking risks: they cannot simply wait for a mate to call. Those who risk all might die in the attempt, but this is no worse–genetically speaking– than sitting around and dying childless; they might, by risking all, do very well indeed. A faint heart never won a fair lady.

* *Altruism : Behavior that promotes the survival chances of others at a cost to ones own.*

(The extract above was taken from *New Scientist*, Vol. 174, Issue 2342, p. 36)

A. What do the following refer to?

1. it (para. 1) : _____
2. such behavior (para. 3) : to _____
3. this (para. 7) : the fact that _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. search, investigate (v.) (para. 2) : _____
2. bring back (v.) (para. 3) : _____
3. problem (n.) (para. 5) : _____
4. pride (n.) (para. 6) : _____

C. Mark the best choice.

1. The writer _____.
   a) approves of the US's retaliation for September 11 in terms of execution and strategy
   b) is of the opinion that evolutionary psychology can help us understand human nature
   c) suggests that science should explain human nature in ethereal terms
   d) claims that mere biology clearly explains the motives for sacrificing one's own life

2. The writer claims that sacrificing one's life _____.

   a) results from fanaticism or brainwashing
   b) should be seen as a mad or stupid action
   c) can be explained by genetics and the rules of game theory
   d) must be seen as innately pathological

3. Which of the following ideas is **NOT** mentioned in para. 5?

   a) Honeybees engage in chemical warfare with bacteria in search of food.
   b) All the *Escherichia coli* of the same genotype have the ability to produce colicins.
   c) Not all the individuals within a given species behave altruistically.
   d) Shortage of food results in the chemical warfare among different strains of bacteria.

4. According to para. 7, males _____.

   a) prefer waiting for a mate
   b) who take risks definitely die childless
   c) compete with each other for a mate
   d) can find a mate whenever they want

5. The writer states that _____.

   a) reproductive physiology may explain the greater number of male suicide bombers
   b) suicide bombers are definitely fanatics, who are wicked and evil
   c) humans develop different behavioral strategies from those of other creatures
   d) Tamil Tigers have used fewer female bombers than Palestinians have

D. Answer the following question.

1. Which explanation of altruism in para. 3 is the writer arguing against?

   _____

   _____.

24 NATURAL BORN KILLERS (PART II–ALTRUISM*, A SOCIAL BEHAVIOR?)

1 To find an explanation for altruistic behavior, apart from biology, evolutionary psychologists have also studied sociality. Not all creatures are social, but those that are clearly benefit in many ways. Common sense, observation, and all manner of theories agree that sociality typically involves some measure of unselfishness, and this by definition implies that sociality **exacts** a price. The various theories of altruism throw light on where unselfishness comes from. The late evolutionary biologist Bill Hamilton's ***notion*** of kin selection neatly explained why creatures are liable to help their own kin, even at cost to themselves, and for any creature its immediate kin will inevitably form a significant part of its society. His ideas were taken further by Bob Trivers, an anthropologist at Rutgers University in New Jersey, to show why evolution might also favor individuals that help others they are not related to, in particular through "reciprocal altruism": one helps another in the hope and expectation that at some time the favor will be returned.

2 More generally, all societies require individuals to behave with some degree of altruism, and that in turn means that they are all at risk from freeloaders who take the goodies and do nothing in return. Trivers predicted that social creatures should have a natural ability to ***detect*** cheats and take a dim view of them. Evolutionary psychologists John Tooby and Leda Cosmides of the University of California, Santa Barbara, have tested this prediction in humans; and so it turns out. In laboratory tests, they show that people find it hard to detect violations of a rule laid out in logic but can do so easily and accurately if the violation represents cheating in a social situation. The conclusion is that our brains have specifically evolved to spot cheating. We have not simply ***evolved*** a general ability to think logically.

3 The other side of this coin has been explored by Robert Frank of Cornell University, among others. In his books, including *The Winner-Take-All Society*, he develops the notion that humans have evolved a tremendously strong sense of justice. On the one hand, we are acutely aware of being done down. On the other hand, we go to great lengths to ***establish*** our reputations as good, honest people. In this, we go far beyond what might seem to be necessary: for example, we leave tips for waiters in restaurants we will never visit again, because we can't stop proving to the world how reliable we are.

4 Such notions can be tested indirectly. In Switzerland, Ernst Fehr of the University of Zurich and Simon Gachter of the University of St. Gallen gave students a cooperative task of the "prisoner's dilemma" kind: all benefit if everyone plays honorably, but those who cheat benefit more, provided they don't get found out. The students were rewarded with real money if they did well and fined if they did not. They were also able to punish fellow players by ***imposing*** fines but only by paying a penalty themselves, so those who punished others a lot were liable to finish up with less money than those who punished very little. Surprisingly – though perhaps not so surprising to those versed in evolutionary psychology – the students tended to punish cheats severely, even though they lost out by **doing so**. People seem to hate cheats so much that they are prepared to bear significant penalties to punish them. Again, this tendency does not seem ***confined*** to humans; it is not just a part of our own specific "cultural overlay." Jennifer Scott at Wesleyan University in Connecticut has found comparable behavior in gorillas. Even the alpha males, huge and dominant though they are, are liable to be given a bad time by their subordinates if they appear to behave unjustly.

5 One more line of thought, this time ***deriving*** from Darwin's idea of sexual selection, seems to sew these disparate observations into a neat story. Darwin proposed the notion that selection did not act only on characteristics that made creatures better able to survive, but also on those that made them better able to attract mates. His ideas were ***neglected*** until Amotz Zahavi took them up in the 1970s to explore why animals do weird and wonderful things for the opposite sex that are quite useless or even damaging for day-to-day survival. Indeed, Zahavi proposed that mating displays with feathers and antlers and thunderous bass voices are

impressive precisely because they are so costly in time and energy. It is as though the animal were saying: "What wonderful genes I must have to be able to do this and survive too."

6 So as we draw together the various threads of evolutionary psychology, it becomes easy to see how young men in particular want both to display their bravery and how they are deeply ***offended*** by injustice, and on both counts may risk their own lives even to the point of certain death. When these people are on our side, we call them heroes and martyrs; when they are not, we label them terrorists.

7 What does all this add up to? The general contribution of evolutionary psychology so far is to suggest that even flying an airplane full of passengers into a building full of ordinary people is not beyond human understanding. It should not be described simply in the mystifying language of psychopathology. It wastes everybody's time simply to smother the whole event and the people behind it in words like "wicked" and "evil." This is the vocabulary of desperation: expressions of intellectual and moral abdication, as if such acts must forever be beyond understanding, so there is nothing sensible to be done except to **purge** the world of their perpetrators, with as many bombs as it takes. Once we perceive that even such extreme behavior is in principle comprehensible, and that it is very probably rooted in the deep, human, evolved sense of justice and injustice, and carried out by young people who feel done down and have a strong desire for martyrdom, then we at least have the basis for a sensible and perhaps effective strategy.

* *Altruism* : *Behavior that promotes the survival chances of others at a cost to ones own.*

(The extract above was taken from *New Scientist*, Vol. 174, Issue 2342, p. 36)

A. Mark the following statements True (T) or False (F).

T F 1. Hamilton believes that creatures help the ones from their own environment, even if that costs them their lives.

T F 2. Trivers opposes the idea that humans have a natural skill to discover cheating.

T F 3. The California laboratory tests proved that people cannot easily notice violations of rules based on logic.

T F 4. To develop an effective strategy against suicide bombings, it is necessary to have a strong desire for martyrdom.

B. Mark the best choice.

1. **exacts** in para. 1 probably means _____.

   a) lists b) demands c) increases d) includes

2. 'doing so' in para. 4 refers to _____.

   a) cheating b) rewarding players c) punishing cheats d) playing honorably

3. **purge** in para. 7 probably means _____.

   a) eliminate b) risk c) check d) defeat

4. The writer mentions the alpha males in para. 4 to support the idea that _____.

   a) they are huge and dominant
   b) punishing cheats is not unique to humans
   c) male gorillas usually treat their subordinates badly
   d) alpha males punish other gorillas by treating them unjustly

5. Which of the following is **FALSE** according to the text?

   a) Sociality requires a certain amount of unselfishness.
   b) Most people are very fond of having a good reputation.
   c) Darwin's theory of sexual selection was ignored until the 1970s.
   d) Zahavi stated that animals avoid mating behavior that is costly in time and energy.

6. What is the main idea of this part of the article?

   a) Men are more likely to become suicide bombers than women.
   b) People's strong sense of justice leads to punishing cheats.
   c) Science is the most important means to understand human nature.
   d) Suicide bombing is extreme yet comprehensible behavior.

C. Answer the following questions.

1. Write two characteristics of reciprocal altruism.

   a) _____

   b) _____

2. Which idea in para. 3 is exemplified by the results of "prisoner's dilemma" task?

   _____

   _____.

3. When are young men observed to risk their lives to the point of death?

   _____

   _____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Mark the meaning that is used in the text.

1. **notion (n.) (para. 1)**

   a) a concept or belief
   b) an impulse or desire
   c) a vague awareness

2. **detect (v.) (para. 2)**

   a) investigate a crime or its perpetrators
   b) discover the existence or presence of
   c) find the position of something

3. **evolve (v.) (para. 2)**

   a) give off; emit
   b) work something out; devise
   c) undergo gradual change ; develop

4. **establish (v.) (para. 3)**

   a) start or set up something
   b) prove or confirm the truth of something
   c) cause something to grow successfully

5. **impose (v.) (para. 4)**

   a) lay down something compulsory such as a tax
   b) force somebody to accept something
   c) demand somebody's attention or time in an unreasonable manner

6. **confined (adj.) (para. 4)**

   a) unable to leave a place
   b) limited or restricted
   c) constricted, small, enclosed

7. **derive (v.) (para. 5)**

   a) reach a conclusion about something by reasoning
   b) obtain something from a source, or come from a source
   c) develop from another word or a source word or term

8. **neglect (v.) (para. 5)**

   a) leave undone or unattended through carelessness
   b) fail to do something because of forgetfulness, etc.
   c) fail to give the required care and attention to

9. **offend (v.) (para. 6)**

   a) violate a law or a code of conduct
   b) cause to feel angry, resentful, etc.
   c) break a principle that people consider correct

B. Fill in the blanks with the correct forms of the words from part A. Use each word only ONCE.

* The operational definition of altruism is (1)_____ to helpfulness to others at some personal cost, but to what extent? The amount of this cost is not predetermined, so for some people it may even be considered as (2)_____ oneself for the benefit of others. In fact, altruism means helping another person without expecting material reward from that person, although it may well cause the helper to (3)_____ a sense of satisfaction. It may also entail self-esteem or fulfillment of duty, whether (4)_____ by a religion or ideology or simply one's conscience, or the like.

* The (5)_____ of reciprocal altruism was pioneered by Robert Trivers and extended by several other theorists. The theory of reciprocal altruism, which is essentially "I'll scratch your back if you scratch mine," holds that psychological mechanisms for providing benefits to non-relatives (6)_____ as long as the benefit is returned at some point in the future. Although reciprocal altruism is based on the idea of cooperation, a tendency to cheat is likely to develop within groups. Because of this, reciprocal altruism requires the ability to (7)_____ cheaters so that altruism is directed only towards cooperators.

* George Price was a theoretical biologist, whose discoveries in the field led to his despair and death. This curious figure, intermittently insane, who had managed to quarrel with or (8)_____ almost everyone who ever worked with him, had worked on the most influential scientific ideas of the late 20th century. He had reformulated a set of mathematical equations to show how altruism can prosper in a world where only selfishness is rewarded. His equations (9)_____ that truly self-sacrificing behavior cannot exist among humans, and even it exists, there is nothing reliable in it. He believes the human capacity for altruism must be strictly limited, for our capacity for cruelty, treachery, and selfishness is impossible to eradicate.

Sociology

25 SIBLINGS

1 It was probably no accident that George Orwell used the term 'Big Brother' for the dictator in his novel *1984*. Psychologists have long been aware that birth order generally creates certain personality traits.

2 Big brothers and sisters usually develop leadership tendencies early in life, mainly because of the responsibilities for younger siblings given to them by their parents. The danger, experts on family and child psychology report, is that if the older sibling takes that role to an extreme, he or she can become an **over-bearing** and tyrannical adult. Studies on nearly 3,000 people conducted by Walter Toman, former professor of psychology at Brandels University in Massachusetts, have found that, under normal circumstances, firstborns are usually the most strongly motivated toward achievement. He maintains that this is mainly a result of parental expectations. This and other research suggest that firstborn children generally become more conservative than their siblings because they receive most of the parental discipline. Used to taking care of others, they are more likely to move toward leadership professions such as teaching and politics. They may have difficulty making close friends since they are less social and flexible because they became accustomed to acting alone in the very early years.

3 By contrast, the researchers say later children are more likely to be more relaxed and sociable and less inhibited than the eldest child because their parents were more relaxed. However, the later children are often less ambitious and are uncomfortable making decisions for others, and will seek work that fits their needs. According to researchers, this may help explain why younger siblings tend to favor creative fields such as music, art, or writing. Later children often make good salespeople because persuasion may have been the only tool they had in order to counteract the power of the eldest. Younger children tend to remain forever 'the baby', enjoyable to be around, and inspiring compassion; however, they can become overdependent on others.

4 While birth order is clearly one of the many factors that affects development, its impact should not be underestimated. "When people understand how their birth order causes them to react, they do not find change so threatening," says Lucille Forer, a clinical psychologist in Malibu, California, who has written extensively on the subject. An understanding of birth order can sometimes help a marriage work. Not long ago, Dr. Forer was working with a woman who had become so domineering that her marriage was in trouble. Once she understood her tendencies, Dr. Forer said, she could begin to modify her behavior.

5 Malda Webster, a family therapist and school consultant in Norwich, Connecticut, recently conducted a workshop called 'Birth Order Factor'. She told of a husband and wife who complained bitterly about being let down by the other. Neither had taken over the leadership role that each had expected the other to assume. When it was pointed out that this was probably because each had been a young sibling, they began to comprehend the problem. "Is there an ideal combination for marriage?" Mrs. Webster was asked. Both at work and in personal relationships, she said, people seem to get along best when they repeat the patterns of childhood, which means that it helps to marry someone in a complementary position. In contrast, two people who were the eldest children can expect conflict. "Is there any best position in the birth order?" asked someone else. Mrs. Webster said no, and added that there were benefits and disadvantages to all. However, she went on, recognizing tendencies can enhance opportunities to make the most of positive traits and minimize the negative ones.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. work against (v.) (para. 3) : _____
2. ignored (v.) (para. 4) : _____
3. decrease (v.) (para. 5) : _____

B. Mark the best choice.

1. **Over-bearing** in para. 2 means _____.

   a) changing easily to adapt to new needs, conditions or ideas
   b) being unable to express what one really feels or to do what one really wants
   c) favouring the established order of society and not liking change
   d) trying to make other people obey without regard for their ideas or feelings

2. Which of the following is **FALSE** according to the text?

   a) Higher parental expectations usually motivate the eldest toward achievement.
   b) Parents tend to be less strict toward their later children.
   c) Firstborns care for others more than their younger siblings.
   d) Older children make close friends much more easily than their younger siblings.

3. According to the text, which of the following is **TRUE**?

   a) While taking decisions, younger children feel more relaxed than the eldest children.
   b) Younger siblings are more likely to become independent in adulthood than older ones.
   c) Understanding how birth rank affects reactions may help one change in a positive way.
   d) Dr. Forer claims that negative personality traits can make a marriage troublesome.

4. Which of the following is the best title for this text?

   a) Which is Better: Being the Eldest or the Youngest?
   b) The Role of Older Siblings in the Family
   c) Birth Order Factor in Marriage
   d) Effects of Birth Rank on One's Life

C. Answer the following questions.

1. What accounts for early leadership tendencies among big brothers and sisters?

   _____

   _____.

2. Why do later children usually prefer creative fields?

   _____

   _____.

3. What generalization can be made from what Webster said regarding birth order and success in marriage?

   _____

   _____.

26 Are We Living In A Walk-On-By Society?

1 Today how many of us seeing a group of 15- or 16-year-olds vandalizing a phone box or picking on a younger child would actually intervene, i.e. get involved in the situation in order to prevent it from getting worse? Yet if we don't, who will? Intervening would be an example of 'active citizenship', in which citizens become guardians of their own communities, confronting disrespect and disorder. Instead of asking for more and more policemen, we should take minor law and order into our own hands.

2 To be honest, **this** seems unrealistic to me to the point of lunacy. In a highly disciplined society – Japan, for instance – you might get away with warning someone about their anti-social behavior. But this is because the Japanese have a very highly developed sense of respect for authority. I remember sitting in a subway train in Kyoto and noticing, to my surprise, a young man sitting opposite me with his feet up on the seat without removing his shoes. As a foreigner, and with limited Japanese, I did not even think of warning him. But he caught my glance, obviously read my unspoken thought, blushed and removed his feet. Try anything like this on the London Underground and you might find that even an unspoken, but obvious thought will cause a bombardment of rude words that has become such a notable feature of our society.

3 So, what would you do if, walking through the local park one day, you notice two children who have obviously skipped school. Would you simply ignore them and then complain about the problems of truancy later to friends, or take a firm hold of their collars and march them to the police station? Or what if you saw a man hitting a woman in the street and felt you have to intervene? But what if it is a lovers' row, and they both turn on you? Surely there are times when we have to do something. What if you hear a woman scream in a side street and it sounds like a scream of terror, then what else can you do but try to help? The French actually have a strictly enforced law that makes it a criminal offence if you fail to assist someone in danger or distress.

4 Our trouble is that we, the British, are an undisciplined society, in which we increasingly use the law to try to regulate fairly minor anti-social behavior. As a result of living in such a society, many people feel that to be active citizens is to go along with an increasing busybodiness which is actually deeply unpopular. How many of us would really want to report a motorist (let alone rebuke him) for a minor parking offence? Do not most of us feel that the police are already too keen to prosecute car owners, so that if we help **them** we feel more like detectives than 'active citizens'? The paradox is that it is in societies which by our standards are not so organized that people are much more willing to intervene. For example, in Cairo everyone smokes on trains and buses, everyone drops masses of litter and everybody hates the police, so it does not fit in our standards of organization. However, it is the same city where, a few months ago, coming out of a restaurant, I was approached by three ragged boys begging for money. They were obviously just about to snatch my wallet and run off when two passersby on opposite sides of the street bellowed at them in a real fury, and sent them on their way. I doubt if this would happen in London.

5 A few years ago an elderly woman I know saw a well-built mugger snatch a handbag from a girl on the Underground. She followed him down the escalator, found him standing on a platform waiting for a train, marched up to him and said: 'Young man, give me that handbag.' He was so startled that he immediately handed it over. Then she really did behave like an active citizen: 'you will now come with me upstairs and we shall find a policeman and he will arrest you.' 'Ma'am,' he replied, 'don't push your luck.' This is what I would say to anybody prepared to take these ideas of active citizenship too seriously.

A. What do the following refer to?

1. this (para. 2) : _____
2. them (para. 4) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. quarrel, argument (n.) (para. 3) : _____
2. shouted (v.) (para. 4) : _____
3. surprised (adj.) (para. 5) : _____

C. Mark the following statements True (T) or False (F).

T F 1. Unlike Japanese youngsters, the young people in London tend to react more aggressively when they are warned of their anti-social behavior.

T F 2. It is illegal in France to assist someone in danger or distress.

T F 3. The reason why the British use law for minor anti-social behavior is that they consider being active as interference in others' problems.

D. Mark the best choice.

1. How did the writer react to the sight of the man on the train in Kyoto?
   a) He asked him to take his feet off the seat.
   b) He was embarrassed by his behavior.
   c) He looked at the man, but didn't say anything.
   d) He shouted at the man for not removing his shoes.
2. Which statement is closest to the writer's opinion?
   a) Cairo is more organized than London, so the people in Cairo are more willing to intervene.
   b) Cairo is more organized than London, but the people in Cairo are less willing to intervene.
   c) Cairo is less organized than London, so the people in Cairo are less willing to intervene.
   d) Cairo is less organized than London, but the people in Cairo are more willing to intervene.
3. How did the writer feel about the actions of the elderly woman?
   a) She was foolish to follow the mugger.
   b) She expected too much.
   c) He was surprised by what she did.
   d) She didn't take the idea of active citizenship seriously enough.

E. Answer the following question.

1. How do you think citizens in a 'walk-on-by society' behave?

_____

_____

27 WHO TALKS MORE—MEN OR WOMEN?

1 Most people believe that women talk more. However, linguist Deborah Tannen, who has studied the communication style of men and women, says that this is a stereotype. According to Tannen, women are more verbal —talk more— in private situations, where they use conversation as the 'glue' to hold relationships together. However, she says, men talk more in public situations, where they use conversation to exchange information and gain status. Tannen points out that we can see these differences even in children. Little girls often play with one best friend; their play includes a lot of conversation. Little boys often play games in groups; their play usually involves more doing than talking. In school, girls are often better at verbal skills; boys are often better at mathematics.

2 A recent study at Emory University helps to shed light on the roots of this difference. Researchers studied conversation between children aged 3-6 and their parents. They found evidence that parents talk very differently to their sons than they do to their daughters. The startling conclusion was that parents use far more language with their girls. Moreover, when parents talk with their daughters, they use more descriptive language and more details. There is also far more talk about emotions, such as sadness, with daughters than with sons.

3 Most parents would be surprised to learn **this**. They certainly don't plan to talk more with one child than with another. They don't even realize that this is happening. So why do they do it? Interestingly, it begins when the children are newborn babies. It is a known fact that at birth, males don't vocalize —make noises— as much as girls do, and they don't have as much eye contact. Female babies vocalize, look at their parents, and remain alert longer. Therefore, parents respond by talking more to the baby girls, who seem to be paying attention and talking back to **them**. Apparently, then, biology determines the amount of language that parents use.

4 There is always this question: what determines our character, personality, and behavior — nature (biology) or nurture (environment and education)? The research with babies seems to suggest that nature causes the amount and quality of language use. However, a study from the University of California at Santa Cruz provides evidence that the situation or context also influences the conversation. For example, parents usually give stereotyped toys to their children. A boy gets a car that he can take apart and put back together, for instance. A girl gets a toy grocery store. The type of talk depends on the toy that they're playing with. A toy grocery store naturally involves more conversation. If we consider **this**, we might decide that nurture determines language ability because we choose which toys to give our children.

5 Campbell Leiper, a researcher at the University of California, believes that the choice of toys is important. Both boys and girls, he says, need task-oriented toys such as take-apart cars. With these toys, they practice the language that they will need, as adults, in work situations. Both boys and girls also need social, interactive toys such as a grocery store. With these toys, they practice the kind of conversation that is necessary in relationships with friends and family. The data suggest that biology does not have to be a self-fulfilling prophecy. Leiper concludes that verbal ability is the result of both nature and nurture. Parents might naturally respond to their baby's biology, but they can choose a variety of toys and can choose how to talk with this child.

A. What do the following refer to?

1. this (para. 3) : the fact that _____
   _____
2. them (para. 3) : _____

3. this (para. 4) : the fact that _____

_____

B. Fill in each gap using the information in the text.

* According to Tannen, for women, conversation is a means of (1)_____ _____ in private situations. On the other hand, men tend to talk more in public situations in order to (2a)_____ and (2b)_____. The differences between males and females in terms of language use can be best observed among little school girls whose play (3)_____ _____ and little school boys whose play (4)_____.

* According to the study at Emory University, the language parents use when talking to their sons is not very (5)_____ and it includes (6)_____. Furthermore, talking about (7a)_____ like (7b)_____ with girls is more common than with boys.

* The difference between female and male newborn babies in terms of communication is that girls (8)_____ than boys do.

* Task-oriented toys help children to (9)_____ _____ whereas social, interactive toys enable them to (10)_____ _____.

28 LANGUAGE AND SEX

1 Why does women's speech differ from men's speech? What might be some of the factors that induce women to use standard language more often than men do, thus appearing more linguistically polite? In order to answer our question, we should first take a look at the way we view language. Language should be considered as a social, value-loaded practice. Of course, behavior cannot be kept separate from society and its values. The slightest difference in the language of the two sexes reveals that women are not on the same footing as men are.

2 Some linguists believe that women use more standard speech forms in their attempt to claim equality. In a sense, they are fighting against the male society. It would appear, then, that women have not universally accepted their position in the lower ranks. Women are more closely involved with child-rearing and the transmission of culture. Women in paid employment should have a tendency to use fewer standard forms than unemployed women, because working women have achieved some kind of social status. Nevertheless, this is hardly the case. In fact, it is the other way around. An American study revealed that women in paid employment used more standard forms than those working in the home. This is probably because **the first group** spent most of their time talking to people they were unfamiliar with, while the second group interacted with members of their own families. Obviously, this evidence throws some doubt on the belief that women are more formal with the aim of achieving high social status or appearing smart and polite.

3 A second plausible explanation for the fact that women use more standard forms than men relates to the ways in which society treats women. For example, people are tolerant of boys' behavior, while little girls' misconduct is very often frowned upon and punished on the spot. Women are given the role of modeling acceptable behavior in the community. In view of **this**, women are expected to speak more correctly. However, this is not always true. We are well aware that interactions between a mother and her child or a husband and wife are usually informal.

4 A third explanation is that, by using standard or polite forms, a woman is addressing not only her own needs, but also **those** of the people she is interacting with. Healthy communication will enable her to respond efficiently to the wishes of others and fulfill them, thus avoiding disagreement and helping mutual understanding.

5 Women experience linguistic discrimination in two ways: in the way they are taught to use language, and in the general way language use treats them. In conclusion, we could say that examining language use may lead to significant "discoveries" as to the structure of society or of a specific community and the values and the accompanying expectations that determine the ways in which individuals are viewed and treated. Interestingly, language always implies more than what is literally meant.

(by Dimitrios Thanasoulas)

A. What do the following refer to in the text?

1. the first group (para. 2) : _____
2. this (para. 3) : the fact that _____
   _____
3. those (para. 4) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. force (v.) (para. 1) : _____
2. position (n.) (para. 1) : _____
3. acceptable (n.) (para. 3) : _____
4. unacceptable behavior (n.) (para. 3) : _____

C. Answer the following questions.

1. How does the author think language should be regarded?

   _____

   _____.

2. What does women's fight against the male society show?

   _____

   _____.

3. What two things are thought to be achieved by women who speak more formally?

   a) _____.

   b) _____.

4. What may language use reveal about a society?

   _____

   _____.

D. Mark the following statements True (T) or False (F).

T F 1. Non-working mothers use more standard forms of language because they are role-models for their children.

T F 2. Using more standard forms may help women communicate more effectively, which in turn, prevents disagreements.

29 DO MEN AND WOMEN SPEAK THE SAME LANGUAGE?

1 Do men and women understand the same things from the spoken word? Judging by the misinterpretation, misunderstanding and general mystification that can arise from a single simple sentence, there are grave reasons for doubt. In fact, I would put it even stronger. Do we even speak the same language?

2 First—and contrary to the general impression—men use language more. "Like everyone else, I used to believe that women were the talkative sex," says Dale Spender, a sociolinguist. "But when I analyzed the results of over one hundred and forty recorded conversations between men and women, the result was quite the opposite. Whether we're talking about social gatherings or business meetings, one element never changes: in any conversation with a man, a woman who talks more than a third of the time is seen as talking too much."

3 Nowhere is **this** more obvious than on radio or TV talk shows. One host, Robert Robinson, once said, "it's difficult to find the right kind of woman to participate in my program. Most of them can't stand up to me and so stay silent. They also find interrupting a bit tricky." On one occasion, a well-known female thinker became so cross and unhappy at being what she regarded as "shouted down" that she remained silent for the last fifteen minutes of the program. Even those women who are perfectly capable of holding their own are notably less talkative than their male counterparts.

4 Another female characteristic is the belief that conversation should be a reciprocal exchange rather than an attempt to dominate the other person. According to sociologist Jennifer Coates, when a woman in a group raises a topic, the others will encourage, sympathize or elaborate. The next female speaker may enlarge on some point, add a personal anecdote, or simply make 'Go on' interjections. But one thing she won't do is flatly contradict the previous speaker and abruptly change the subject. But men in a group with women often get tired with what they see as the slow build-up of a topic." The tried and tested method of avoiding this hazard is doing what most women hate: interrupting.

5 "The effect constant interruption has on women is that they become silent," says Dr. Coates. It isn't solely that men regard conversation as a contest; there is also a clash of styles. "We all think we know what a question is. But with men and women **it** triggers different reactions. Men think questions are requests for information, whereas women think they are part of the way in which a co-operative conversation works. If a woman asks a man a question, she's trying to keep the conversation going, while the man thinks this is a request for information, so he gives her a lecture." In social situations, this different view of the polite inquiry can often cause bad feelings. The woman thinks, 'What is he on about? I didn't want a run-down on company accountancy,' and the man thinks, 'Why is she looking so cross? If she didn't want to know, why did she ask?'"

6 Although women have much greater sensitivity to what the other person is feeling, it is equally true that, in situations where power is concerned, the male cut-and-thrust style is the norm. "Male language allows them to have clear goals, stick to decisions, answer directly and assert themselves," says Natasha Josefowitz, author of *Paths to Power*. "Women say 'I think I can', where men say, 'I can'. And though the woman may be right —who knows if she can carry out a particular task until she is doing it? — what employers go for is confidence." In female conversation, this general tentativeness emerges in the use of 'soft' phrases such as 'I wonder if I might ...?', and 'Perhaps this isn't the moment to disturb you but...' instead of the simpler expressions 'Please may I...?' or 'Can I come in?'.

7 Dr. Coates believes female politeness involves other factors as well. "Partly it is a recognition that other people may not be imposed on. If I go next door, I say, 'I hope you don't mind, but could you possibly lend me a pint of milk, please?' not 'Can I have some milk?', which allows my neighbor the freedom to say 'Yes, of course' or 'I'm sorry, I haven't got any.' What it is doing is giving the other person a chance to get out of an obligation without losing face. Partly, too, it is a question of giving what Dr. Coates calls 'positive face', which means reassuring others about their own value.

8 The reason for such discrepancies is something that frequently makes male English a rather different language from the female version of English: most men use language to conceal their feelings whereas women see **it** as a means of revealing their emotions.

A. What do the following refer to?

1. this (para. 3) : the fact that _____
   _____
2. it (para. 5) : _____
3. it (para. 8) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. serious (adj.) (para. 1) : _____
2. angry (adj.) (para. 3) : _____
3. involving two people, mutual (adj.) (para. 4) : _____
4. enlarge, add details (v.) (para. 4) : _____
5. uncertainty (n.) (para. 6) : _____
6. differences (n.) (para. 8) : _____

C. Mark the best choice.

1. Before Dale Spender carried out her research, she _____.
   a) intended to show what made women aggressive
   b) thought she knew what the outcome would be
   c) realized men tended to speak more than women
   d) wanted to discover the situations where men spoke most
2. Robert Robinson complained that many women appearing on his show _____.
   a) tended to be too assertive
   b) didn't like his silent manner
   c) were unable to cope with him
   d) kept interrupting him

3. According to Dr. Coates, in a mixed group of speakers _____.

   a) women tend to encourage interruption
   b) men tend to build up the topic slowly
   c) women discuss boring topics
   d) men experience feelings of boredom

4. According to the article, _____.

   a) misunderstandings don't occur between men and women unless complex sentences are used
   b) women tend to dominate the other person in a conversation
   c) men regard conversation as a contest
   d) men's use of language aims at revealing the speaker's emotions

D. Answer the following questions.

1. Because women believe that conversation is a reciprocal exchange, which behavior is **NOT** expected from them according to Jennifer Coates?

   _____

   _____.

2. How do men and women differ in the way they perceive a question?

   _____

   _____.

3. Is it the male or the female style that is preferable in business? Why?

   _____

   _____.

30 LIVING IN A FISHBOWL

1 Living in a small society, like on a Pacific island, has sometimes been likened to living in a fishbowl. The individual person in such a society sometimes feels like a goldfish in a bowl with nowhere to hide and is thus always being observed by everyone on the outside. Whether it is a small Pacific island or a small town in rural America, you have a situation where everybody knows everybody else's business, and quite typically, at the end of the day in the evening when people sit around and talk, they discuss the events of the day and delve into other people's business.

2 In small Pacific island societies, news spreads fast. Storytelling and gossip, important methods of news dissemination, serve as effective news networks. In the evenings, people sit around and recount the day's events in considerably more detail than Americans are typically accustomed to. An American's version of the day's events would be more brief and general. Not so in Pacific island societies and collectivist oral cultures in general. Here people include the finer details and nuances of what the people they encountered did and said that day. And with each person mentioned, there is additional commentary about that person and that person's family as well.

3 Pacific islanders love to tell stories and gossip, and I don't mean this in a negative sense. In fact, I quite admire the way gossip acts as a control mechanism and facilitates social bonding in these societies. People may be less likely to do immoral or shameful things for fear of the gossip. In other words, the fact that news travels quite fast via gossip may discourage them from acting immorally.

4 For expatriates living and working in the Pacific, this particular sociocultural dynamic is an important consideration. Americans are used to living in a large mass society which is more impersonal than Pacific island societies and in which the average individual is somewhat anonymous. We have a lot of privacy and anonymity in America. And although we do our share of gossiping, we also do an equal amount of minding our own business.

5 In small Pacific island societies, you can be pretty sure that many of the things you said and did in the classroom will be recounted by your students as they talk with fellow students at school and as they talk with their family members at home. And sometimes, especially if something you said was particularly provocative or controversial, there is a very good chance that it will be heard by important people in the school administration and community leaders such as titled chiefs, government leaders and religious priests and ministers.

6 Teachers need to be aware of this particular sociocultural dynamic. It doesn't mean that they should not be provocative or that they should avoid using controversy for teaching, and it doesn't mean that they should water down scientific truths. But it does mean that they should be careful not to be disrespectful and insensitive and keep in mind that the matter of respect can be culturally relative.

7 Another thing to keep in mind is that what an American might consider a justified, fair and constructive criticism of a school or government policy might be considered an insult by the local people involved. Americans freely express their opinions on just about everything. This does not mean that Americans working overseas have to stop having opinions, they just need to be more sensitive to the effect their opinions will have on certain people or groups of people. Sometimes it's best to keep your opinions to yourself until you are sure of the possible effect of expressing them.

8 And while this particular dynamic can place constraints on the work of teachers, it can also assist them. If they are effective and culturally sensitive instructors, then everybody will know this and their reputation will be enhanced. This can also help to facilitate the dissemination of useful information to the students' families and the community in general. When I lecture, I always keep this in mind. I use controversy as a way of gaining and keeping student interest. I regularly challenge unscientific thinking in an effort to promote critical and scientific thinking. While doing this, I let them know that I really care about their education and keep reminding the students that being better educated will contribute to a better future for their country. I also tell them that I am only trying to help them to deal with the realities of a complex and rapidly changing world. And by letting them know these things, I am also letting their families and the community know them, too.

(Based on the article by Robert Churney)

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. through, by using (prep.) (para 3) : _____
2. foreigners (n.) (para. 4) : _____
3. reported (v.) (para. 5) : _____
4. limitations (n.) (para. 8) : _____
5. spread (n.) (para. 8) : _____

B. Mark the best choice.

1. Throughout the text the writer uses the phrase 'this particular sociocultural dynamic' to refer to the fact that people in small Pacific island societies _____.
   a) keep their opinions to themselves until they are sure of the possible effect of expressing them
   b) are always open to criticism of their beliefs and institutions
   c) live in an environment where gossip acts as a control mechanism
   d) generally distrust everyone-especially foreigners
2. American teachers in small Pacific island societies should _____.
   a) not raise provocative issues in class because this may lead to gossip
   b) make sure what is said in class is not heard by the administration
   c) find ways to eliminate class discussions on controversial topics
   d) be sympathetic to the values of the society as concepts can vary among cultures

C. Answer the following questions.

1. Who can feel like a goldfish according to the writer?

   _____

   _____.
2. What two things in Pacific Island societies have the same function as mass media?

   a) _____

   b) _____.

3. How does a person from a collectivist oral culture differ from an American in the way he describes the day's events in the evening?

_____

_____.

4. According to the writer what are the three functions of gossip in Pacific Island cultures?

a) _____

b) _____

c) _____.

5. Why is gossiping uncommon in large mass societies?

_____

_____.

6. What characteristic of Americans can cause them to be seen as rude in Pacific Island societies?

_____

_____.

7. What does the writer do to help his students deal with the realities of a complex and rapidly changing world?

_____

_____.

31 LET BOYS BE BOYS!

1 It does not take long for an observer to detect the obvious differences in the behaviors of boys and girls. Place an equal number of male and female kindergartners in a classroom, and before long, they will have separated themselves out by sex. The girls will sit quietly talking in a corner or at a table coloring, while the boys will be running around the room, yelling at the top of their vocal range, playing cowboys and Indians and generally wreaking havoc. This is just how boys and girls behave.

2 It is this observation that has resulted in America's present bias toward girls. Researchers concluded, "Since childrearing practices do not seem to make much difference in boys acting like boys and girls acting like girls, it must be either our cultural treatment of boys versus girls or genetics." This is another manifestation of the old nurture versus nature debate.

3 Because feminists in the 1960s did not want to admit differences between males and females, several feminist researchers undertook studies to show that boy and girl babies are essentially the same, notwithstanding their "plumbing". Long-running experiments observing emasculated boys showed that, even without their genitalia, these boys still behaved like boys and desired to do "boy things." To the researchers, the experiments were a failure.

4 After the repeated failures of the Equal Rights Amendment in the 1970s and the stalling of the feminist crusade in the 1980s, feminism took a new tack. Instead of trying to prove sameness and thus equality, they began to focus on women's differences and thus superiority. Instead of rallying themselves with the cry, "We can do anything just as well as men!", feminists began to proclaim, "We can do many things better than men!"

5 With the dawn of the 1990s, feminism began its new campaign by complaining that society victimizes girls. The mainstream press trumpeted the findings of slanted research papers that claimed that the present educational system favors boys. Few questioned these reports, leading first to changes in teaching and disciplining methods in the schools and then to legislative action to punish and curtail predominantly boyish behavior.

6 For instance, some teachers merely tried to spend more time instructing girls. However, it did not end there. Boys in a San Francisco school are regularly mandated to participate in feminist forums —"made to enjoy quilting and forced to listen as girls vent their anger at males," writes John Leo in the July 17, 2000, edition of *U.S. News and World Report*. "Some schools," he maintains, "use the Bem Androgyny Scale — named for feminist psychologist Sandra Bem — to measure success in getting rid of those pesky masculine traits in boys."

7 This feminist campaign is also responsible for many of the broad zero-tolerance rules and laws passed in the last decade. Ordinary boy behavior is now considered inherently anti-social and even sexist. A boy pecking a little girl on the cheek — not to mention the unavoidable teasing, ridicule and making unflattering remarks young boys engage in — is sexual harassment, and kindergarten boys' playing cops and robbers with finger-guns is punishable by suspension from school. Such behavior, when linked with "poor academic performance," is often enough for a recommendation that a boy be put on Ritalin, a drug prescribed to children with ADHD (Attention Deficit Hyperactivity Disorder).

8 Sadly, educators have ignored the well-known and common-sense fact that boys learn and express themselves differently from girls. Boys are generally a few years behind girls in reading and writing but a few years ahead in math. Boys tend to learn through hands-on activities, while girls often excel in bookwork and verbal exercises. Boys express themselves through physical play and noise, yet girls talk their way through situations and problems. One way is not "better" than another —just different. If a teacher's methods account for these differences, boys' and girls' learning abilities are evenly matched.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. state, announce (v.) (para. 4) : _____
2. biased (adj.) (para. 5) : _____
3. release, let out (v.) (para. 6) : _____

B. Answer the following questions.

1. What did the feminist researchers' experiments in the 1960s fail to prove?

   _____

   _____.

2. How did the feminists change their approach after the 1980s?

   _____

   _____.

3. What expression does the writer use to express the disapproval of the rules and laws put into practice in the last decade?

   _____

   _____.

4. Which sentence in para. 8 indicates writer's objectiveness on boys and girls?

   _____

   _____.

C. Mark the best choice.

1. Which one of the following is **NOT** an effect of the 1990's feminist campaign?

   a) Changes in teaching and disciplining methods in schools
   b) The introduction of legislative action to punish boyish behavior
   c) More time given to girls' instruction in class
   d) The application of Bem Androgyny Scale to girls showing masculine behavior

2. Which of the following can **NOT** be inferred from para. 7 and 8?

   a) In the last ten years, boys have been labeled as anti-social due to the way they behave.
   b) Boys displaying sexist behavior all show poor academic performance at school.
   c) Girls are better at reading and writing, while boys perform mathematical skills better.
   d) Being good at verbal exercises, girls usually solve their problems by discussing and talking.

D. Answer the following question in your own words.

1. How is it possible to achieve 'equal learning' for both sexes in the same classroom?

   _____

   _____.

32 MARRY ME, NOT MY MONEY!

1 A prospective husband wanted to be sure that if his marriage didn't work out, he could keep his treasured snowball collection, safely stored away in a freezer. A **prospective** wife insisted on arranging who would walk the dog. One man wanted the right to get a divorce if his bride-to-be gained more than 15 kilograms after she became his wife.

2 These are some of the most unusual terms of prenuptial agreements — agreements that are made before marriage. However, most of these agreements are about money, that is, how financial assets will be divided up if a couple divorces. Divorce that brings money problems is very common in the United States and other economically developed countries. Prenuptial agreements — 'prenups' as they are known in the American legal profession — are ***designed*** to avoid these problems. Prenups are ***negotiated*** by lawyers for the prospective spouses (husbands or wives) and signed before they walk down the aisle. They have been becoming more and more popular in the United States since the early 1980s, when more states began passing laws that affected who gets what financial assets in a divorce. The laws are based either on 'community property' (split evenly) or on '**equitable** distribution' (whatever a judge decides).

3 Celebrity prenups often make the headlines. For example, when Ivana and Donald Trump, the real-estate mogul, split up, there was also a postnup to the prenup, forbidding Mrs. Trump to speak publicly about the marriage after the divorce. Lawyers for Jacqueline Kennedy Onassis objected to the prenuptial agreement between her and Aristotle Onassis after his death, reportedly winning $26 million in an out-of-court ***settlement***.

4 Protecting children is a strong motivation for prenuptial contracts. For example, someone that has children from a previous marriage may have an estate of $1 billion and may not want a second spouse to get half of it. He may want more for his children. The effort to protect inheritances for children and grandchildren is making prenups a necessity among people in their 60s and 70s who are remarrying after a spouse has died. Another situation that calls for premarital agreements occurs when someone has inherited or is going to inherit great wealth or a family business, especially if the ***prospective*** partner has little or no money at all. Lawyers say that the parents of the heir or heiress often press for a prenuptial agreement. However, even if both parties have signed such an agreement, it can be upset in court if proper ***guidelines*** have not been followed. The specialists warn that you should never use the same lawyer as your prospective spouse. **Another red flag** is a prenuptial agreement signed under 'duress' — an agreement stuck under somebody's nose on the day of the wedding. It's usually the woman, and she signs but doesn't even read it, which later causes many problems. To ***avoid*** them, it is better not to send out wedding invitations until the agreement is carefully read and then signed.

5 A ***dispute*** can also break out over prenuptial agreements if a couple decides to divorce while living abroad, or when they hold different citizenships. Jeremy Levison, a partner with Collyer-Bristow, a London law firm that often handles divorces for British-American couples, notes that in Britain, prenuptial agreements are just about ***ignored*** by the courts because English law says the circumstances of a marriage change over time; therefore, a judge should decide how financial assets will be divided. For instance, Mr. Smith gets married to Mrs. Smith. He has $5 million and wants to protect that against eventual divorce, so he enters into a New York prenuptial contract. They live in England, have two children and then decide to get divorced. English lawyers will say to Mrs. Smith, "That contract is **invalid** in England. You should take advantage of it and win more money than the prenup offers," while Mr. Smith will want it to go to an American court in an effort to save his money. The issue of where the trial will be held can be a lengthy battle.

6 As for the role of romance and **everlasting** love in this picture, these lawyers, who consider prenups to be business agreements, say there isn't any. Their justification is that some 50 percent of all marriages in the United States end in divorce. Moreover, they claim that the negotiations for a prenuptial agreement that will cause one to lose all his/her assets sometimes save a couple from a ***disastrous*** marriage. It turns out that money means more than marriage, and the person says, "To hell with this! Money is more important than I am. I am not going to marry."

7 Fortunately, there is still hope. Many people sign an agreement, put it in a drawer, and never look at it again. They have a happy marriage or, contrary to what a spouse may be obligated to do, even if they're divorced, they may ***willingly*** give more than they're required to.

Mark the best choice.

1. Which of the following is **WRONG** about prenups?
   a) They are usually made to determine how to divide financial assets in case of divorce.
   b) They may include quite strange terms like who will be responsible for walking the dog.
   c) They are popular in developed countries, where divorce causes financial problems.
   d) They are not common in certain US states where laws determine the financial division.
2. Jacqueline Kennedy Onassis _____.
   a) was not allowed to speak about her marriage after divorce
   b) was awarded $26 million as a result of the court case
   c) won $26 million despite the prenuptial agreement
   d) got a fortune when she split up with Aristotle Onassis
3. Prenups are necessary for elderly people if they _____.
   a) marry someone that has inherited great wealth
   b) have no children or grandchildren from a previous marriage
   c) have inherited little or no money at all
   d) want their children or grandchildren to have more after their death
4. A legal dispute over the prenup is likely to break out unless _____.
   a) the spouses' citizenships are different
   b) the couple are living in a foreign country
   c) the agreement is studied carefully before the wedding
   d) both parties have the same lawyer
5. Lawyers who design prenups believe that _____.
   a) unlike business agreements, emotions play an important role in the arrangement of prenups
   b) signing a prenup may encourage a couple to get married
   c) romance has got nothing to do with the arrangement of prenuptial contracts
   d) in half of the marriages in the United States, divorce can be easily avoided
6. Which of the following means *fair and reasonable*?
   a) prospective (para. 1)
   b) equitable (para. 2)
   c) invalid (para. 5)
   d) everlasting (para. 6)

7. **Another red flag** in para. 4 means another _____.
   a) guideline
   b) instruction
   c) advantage
   d) warning sign

8. Which of the following can **NOT** be inferred from the text?
   a) Prenups are likely to benefit those whose prospective spouse is not wealthy.
   b) Where the divorce case will take place is not an important issue for couples living abroad.
   c) There are couples who break up as a result of a disagreement during the negotiations for a prenup.
   d) According to the writer, signing a prenup does not necessarily mean an unhappy marriage.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____	1. design (v.) (para. 2)	a)	potential, existing in possibility
_____	2. negotiate (v.) (para. 2)	b)	have formal discussions to reach an agreement
_____	3. settlement (n.) (para. 3)	c)	stay away from something or someone
_____	4. prospective (adj.) (para. 4)	d)	extremely bad or unsuccessful
_____	5. guidelines (n.) (para. 4)	e)	an argument or disagreement about something important
_____	6. avoid (v.) (para. 4)	f)	create for a particular purpose or effect
_____	7. dispute (n.) (para. 5)	g)	in a manner acting eagerly or voluntarily
_____	8. ignore (v.) (para. 5)	h)	an official recommendation showing how something should be done or what should be done
_____	9. disastrous (adj.) (para. 6)	i)	an agreement reached after discussion
_____	10.willingly (adv.) (para. 7)	j)	give little or no attention to

B. Fill in the blanks with the correct forms of the words from part A . Use each word only ONCE.

* A prenuptial agreement is a contract between two people about to wed that determines the distribution of assets in the event of divorce or death. For some, nothing can kill romance faster than the word prenup, or a marriage contract. According to legal and financial experts, however, marriage is not just an emotional and physical union; it's also a financial union, so a prenup and the discussions that go with it can help ensure the financial well-being of the marriage. Such agreements have been (1)_____ for thousands of years in some form or another, particularly in European and Far Eastern cultures, in order to (2)_____ financial loss.

* One should consider having a prenup if he has assets such as a home, stocks, or retirement funds or if he is the (3)_____ owner of the family business through inheritance. "The first step in the prenup process should be to sit down with your partner and (4)_____ about what, in general, you want the contract to say," says Nancy Dunnan, a New York City financial adviser and author, and recommends that couples talk it over before the engagement to eliminate any (5)_____ that may arise later. "Couples should draw up their list of assets and talk about it before they hire the lawyers. They may not know the specific (6)_____, but they may have a concept in mind. Perhaps the most important ingredient of a solid prenuptial agreement is honesty," Dunnan continues. "Both parties must fully and (7)_____ disclose their assets. If it turns out either person has hidden something, a judge can toss out the contract. A valid prenup is also fair and will not leave one of the parties poor. No matter what state you're in, the state will look for equity, to make sure one spouse is not being (8)_____ or taken advantage of."

* Joseph P. Zwack, an Iowa lawyer and author of a best-selling handbook on premarital agreements, says, "If you want that prenup to be a legal (9)_____, it's best to do things a little more formally. Without a formal contract, things may well become financially (10)_____.You could end up a lot less rich -- like director Steven Spielberg, whose ex-wife, Amy Irving, got half of what he earned, $100 million, during their four-year marriage because their prenup was scribbled on a napkin."

33 MARRY – FOR WHAT?

1 It is in the nature of my job as an **agony aunt* that I am more concerned with failures than with triumphs. Over the past few years, something of the pattern that leads to success in married life has caught my attention. I have seen, for instance, that girls think less about marriage than they have traditionally done, and more about themselves. The very first and real trick to a happy marriage is, however, to become an independent and proud person who does not believe that a husband is necessary to magically make her complete.

2 Whenever I get a letter from a woman who says she cannot live without the man who is breaking her heart, I am compelled to tell her that successful partnerships are not between those who cannot live without each other, but between those who can live with each other. It is unwise even to dream that there is only one partner intended for a man or a woman. Surprisingly, **this antique misconception** is still alive and it has caused many marriages to fail. A woman who thinks she and her husband were made for each other is often unable to imagine otherwise. Therefore, she cannot see the first signs of trouble when they appear. However, this attitude is totally irrelevant to the success of the marriage. Marriage is something which requires a lot of patience and mutual understanding. There really is no such thing as a perfect match.

3 Passion is great outside marriage, but not so hot inside **it**. So why do we marry? For love? Oh yes. Friendship? Certainly. Children? Why not? Money? Dishonest. Fun? Never. For most young people – and a lot of older ones – marriage is the first adult commitment, and if couples want their marriage to succeed, they must treat it in an adult way. It isn't a bad idea for engaged couples to sit down and write a contract like any other working partnership would require: specifying how many children they want to have and when, where they will live, how they will divide household duties, how much money will be coming in, as well as precisely how it will go out.

4 It is not certain that any couple would follow the conditions of such a contract, but simply in drawing it up they would find out a great deal about each other's unromantic expectations, because **these** are the real marriage wreckers. It is alarming, for instance, how many women race into a lifelong contract with a man whose income and earning power they do not know. Of course, there is only one way to treat any problem inside marriage, and it is the way to treat all the other problems: talk to each other. Many times have women written to me – a complete stranger – saying that they have failed to catch their husbands' attention? There must arrive an ugly moment between every husband and wife – maybe it's a quarrel or a disappointment or a hurt – and if that moment drops without discussion and sinks into irritation or offense, then it will be the seed out of which a bitter fruit will grow. Admittedly, it is largely women who write to me and I, as a woman, am better able to see marriage from the female point of view. For the stopping of communication, however, men have the greater responsibility most of the time. Men must talk about their feelings and respect women's feelings. If they don't, their marriages become just a way of getting their shirts ironed.

5 When agony aunts talk about 'working at a marriage', listening is what we mean. Listening is hard work, especially when it is something we would prefer not to hear. There is no such thing as a marriage of convenience. Marriage is a difficult, inconvenient alliance, but it is the only way we have of making families. Therefore, anyone who undertakes it has a responsibility to it. Part of the wife's responsibility is never to expect more from 'others' than she expects from herself.

**agony aunt: a person, usually a woman, who replies to the letters of readers in a newspaper or magazine column giving advice, consolation, etc. Güzin Abla is an example of an agony aunt.*

A. What do the following refer to?

1. this antique misconception (para. 2) : the misconception that _____
   _____
2. it (para. 3) : _____
3. these (para. 4) : _____

B. Answer the following questions.

1. What is the first step to a happy marriage for women?
   _____
   _____.
2. What prevents the woman from seeing the first indications of problems in marriage?
   _____
   _____.
3. Why must people treat marriage in an adult way?
   _____
   _____.
4. In paragraph 4, which sentence expresses the writer's worry about women who marry men without knowing much about them?
   _____
   _____.
5. In paragraph 4, what does the writer probably mean by 'bitter fruit'?
   _____
   _____.

C. Fill in each gap using the information in the text.

(1)_____ is the only way of solving problems in a marriage. However, most of the time it is impossible for women to (2)_____ attention. If men do not (3a)_____ and (3b)_____, their marriages just become (4)_____.

34 TOGETHER IN GIVING

1 When Rebecca Spaide started planning her ninth birthday party, her mother, Deborah, gave her an unusual idea. She suggested that instead of guests buying gifts for Rebecca, they could bring presents for people who were living in a local homeless shelter. Rebecca agreed. When 16 friends arrived for her recent party, they brought all kinds of things—including food, towels and blankets to be delivered as charity. The next day, Mrs Spaide drove Rebecca and four friends to the shelter to deliver her birthday presents. "It felt good," Rebecca said. "I'm giving something to them instead of to me, because I have so much and they have so little."

2 Rebecca's feelings are not unusual. Volunteerism is growing across the United States today. In fact, in some cases entire families are volunteering together. Parents are finding that they can teach their children about community responsibility by including them in their volunteer efforts. Another added benefit is that families get to spend more time together. "Helping meet another person's needs has brought us closer as a family. It's a wonderful experience to share something which gives each of us a feeling of fulfillment," Spaide said. "How better could parents teach their kids values?"

3 Sheryl Nefstead, an associate professor at the University of Minnesota in St. Paul says, "People are trying to put more emphasis on family togetherness, and they're looking for ways to help young people develop a feeling of home and satisfaction." Volunteerism is growing also because people have a greater awareness of social problems and a realization that government support for the poor is decreasing.

4 In a Gallup poll done last year, more than a third of American households said volunteering together is part of family life. The most common activities include helping older people or working with youth, church or religious programs. Nearly half of volunteer families work in sports or school programs and **a quarter** help the homeless.

5 The Spaides have five children between the ages of 7 and 18. They have all taken part in a number of different volunteer activities such as making repairs to a public housing apartment, preparing food for the homeless and doing garden work for elderly people in their town. Through such work, Deborah Spaide explained, children and teenagers discover talents, develop skills and learn about cooperation and problem-solving. They also learn what she calls anti-materialism. They learn that one of the best things that you can do for yourself is to do something for others.

6 For Randy Dostal of Silver Lake, Minnesota, family volunteering takes two forms. At work he encourages everyone to include their families in his company's volunteer activities. As a parent, he also considers volunteering an important family activity. He and his wife and their six children, who range in age from 7 to 17, spend many hours each week in school and community activities. "I was always brought up on volunteerism," Dostal said. "My parents did it, so it seems like the natural thing to do. If I can give something back or do something for someone, it makes me feel good all over."

7 Dostal also sees other benefits in family volunteering. "It's made our children more outgoing," he said. "They're willing to do things without anyone having to pressure them. They don't say 'no' very often. As they go on to college and then get jobs, volunteering is going to make a big difference in their lives."

8 Spaide emphasizes the importance of giving children volunteer projects that allow them to see results quickly. Calling this "hands-on volunteerism," she offered the example of "making a sandwich and handing it to someone who's hungry." Least effective for children, she said, is "abstract volunteerism." She explained, "It's not meaningful for children to just give someone their money without understanding how it's going to help."

9 Summing up three advantages of family volunteering, Dostal said, "It obviously benefits the community that's served. It benefits the family for serving together. And it benefits each individual in the family. How can you lose?

A. What do the following refer to?

1. a quarter (para. 4) : a quarter of _____
2. it (para. 6) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. place to stay or live in (n.) (para. 1) : _____
2. money or gifts given to poor people (n.) (para. 1) : _____
3. satisfaction (n.) (para. 2) : _____

C. Fill each gap using the information in the text.

* Volunteerism is getting more popular among many families across (1)_____ because for many parents, involving children in (2)_____ is a good way of teaching them (3)_____. Moreover, it gives families the opportunity to (4)_____. Another reason for the growth of volunteerism is that people are now more aware of (5)_____ and they have realized that the (6)_____ do not get enough support from the (7)_____.

* According to research more than 30% of the American families consider (8)_____ as an important element of (9)_____. As part of these activities families can (10)_____ or work in several programs.

* According to Spaides, "hands-on volunteerism", which involves projects where children (11)_____, is more effective than (12)_____ because children need to see how their activity help people.

D. Mark the best choice.

1. As volunteer activities, Spaides' children have **NOT** _____.

   a) delivered presents to the homeless
   b) done garden work for the elderly
   c) helped with the repairs of a building
   d) taught the poor new skills

2. According to Deborah Spaide, children do **NOT** _____ through volunteerism.

   a) learn new skills
   b) gain materialistic values
   c) work together
   d) find out about their talents

3. It can be inferred from the passage that Randy Dostal's children _____.

   a) have fewer friends now
   b) do not accept to do things without being pressured
   c) take part in his company's volunteer activities
   d) will not continue to volunteer in the future

35 LIKE FATHER, LIKE SON

1 Like many of his generation, my father was generally reticent at the dinner table. When it came to my friends or the latest fad that gripped my age group, my father seemed to have nothing to say. Or maybe he did, but I wasn't listening. Yet, one thing was certain about me and my father, as it is with most fathers and sons. We could talk about sport. It was a magical medium through which we could see each other clearly. We could be friends. We could talk. We could support the same team. We could even wear the same clothes in our team colors.

2 As fans, we would go to Syracuse University football games dressed in gaudy orange and blue, things I could never have imagined wearing to school. Then under the crisp, gray autumn skies of central New York, my father and I would sit together, alone in a crowd of forty thousand. In unison, we would jump to our feet to cheer a touchdown, or moan when one of our team was sent off.

3 We might have been two steel workers having lunch high up on a beam. Everything around us, even the mayhem of the muddy contest on the pitch below us, seemed small and remote. It was us that counted and what each of us had to say or think about the game. The rest of the world was far away.

4 As I grew, the focus of my life shifted from being a sports fan to being an athlete. Adolescence, a time for cars and girls, is the most difficult test for the bonds between different generations. Once again, sport was the arbitrator. Of course, my father was never allowed to give advice, but I could ask for it. How did I play in today's game? What wrestling moves did he think were best? Did I have a chance of winning the state title? Hidden in my father's answers to my questions about sport were the secrets to life: work hard, be honest with yourself and others, never give up. In the context of sports, I devoured these lessons. If he had tried to teach me with stern lectures, it would never have worked.

5 My father was always there as I won or lost. My broken bones and torn ligaments seemed to hurt him more than me. Success would lift me for days while it carried him for weeks. Sometimes there were wrestling tournaments in distant towns. My parents were the ones who got some cheap roadside motel room and spent the entire weekend watching me, my own personal fan club. Whatever I did, my father always supported me. Everything was always OK with him. Tears of frustration caused by failure were OK. I could quit if I really wanted to. Tears of joy were OK, too when I was picked to play for a professional team.

6 Remarkably, his outward expectations of me were low. When, as a child, I announced that one day I would win a state wrestling title and get a college football scholarship, he nodded and said, "That would be nice." Later, he would tell me that he had said so in order not to make me think that he expected too much.

7 Now, I have a son of my own. Thane is only three, but he is already making my life in sports more memorable. After a game, I still ask my own father how he thinks I played and I still talk to him about skills and techniques, but now, when I do something good in a game, I raise my arms high and search for my own son's face in the roaring crowd. After the Falcons, the team I play for now, have won a match, my wife lowers Thane over the railing that separates the fans from the players. I carry him out onto the field to show him off to my team-mates. He runs his tiny fingers through my sweat-matted hair and explains, "Mummy will wait for us outside because only the guys can go into the locker room." I nod and laugh, setting him down so he can chase me across the turf and into the tunnel. 'That's right," I tell him. "Only the guys. Just you and me, son."

8 I realize that since he is only three, his remembrance of all this may be cloudy at best, but it is the beginning of the bond that holds me to my own father. It is a bond I will be sure to nurture and cultivate. I plan to throw and catch a lot of whatever kind of ball my son decides to pick up over the next fifteen years. I plan to stand for hours in cold weather at the nearest college stadium. I plan to hurry out of countless important meetings, grinning foolishly and explaining that I have to get to the high school in time for the first whistle of the football game.

9 Because of the wealth that professional football has provided me with, allowing Thane to grow up in an atmosphere of tennis courts and golf courses, he may become interested in different sports from the ones that I played as a kid. Of course, I can imagine him as a professional footballer like me. However, because of my own father, I am wise enough to know that the kind of sport doesn't matter. What matters is that there is a sport, something we can watch and talk about and worry about... together.

A. What does the following refer to?

1. so (para. 6) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. unwilling to speak (adj.) (para. 1) : _____
2. excessively bright (adj.) (para. 2) : _____
3. complain in an unhappy voice (v.) (para. 2) : _____
4. learned with great interest (v.) (para. 4) : _____
5. numerous (adj.) (para.8) : _____

C. Mark the best choice.

1. The writer and his father _____.

   a) liked talking about the latest fad among young people
   b) felt a part of the crowd when they went to ball games
   c) used to be steel workers who enjoyed watching football
   d) found sports as a common ground to talk about

2. The writer's father _____.

   a) gave his son advice even though he never asked for it
   b) taught his son lessons in an indirect way
   c) was very strict when he taught his son the secrets to life
   d) cared less about success than his son did

3. The writer's father _____.

   a) made it obvious that he expected a lot from his son
   b) set up a fan club for his son
   c) stopped giving advice to his son after he had become a father, too
   d) was very flexible with his son's wishes about sports

4. As a father, the writer _____.

   a) tries to establish a different bond with his son than the one between him and his father
   b) shows his team-mates how his son can play football, too
   c) finds support in his son when he plays in a game
   d) is sure that his son will remember these days very clearly in the future

5. The writer is **NOT** planning to _____.

a) endure any hardship just to support his son
b) make his son choose to play football in the coming years
c) give more importance to his son's games than to his work
d) try to be at every game that he plays in

6. According to the text, which of the following is **FALSE** about the writer? .

a) He is against his son's learning how to play tennis or golf.
b) He is a rich professional football player.
c) He is thankful to his father because he has grown up to be a wise person.
d) He believes that the main function of sport is bringing people together.

36 CONFORMITY

1 Conformity is a basic fact of social life. People ***conform to*** the norms of their groups or societies most of the time. Why do people so often choose to go along with these social rules or expectations rather than defy them? The answer seems to centre primarily on two powerful needs possessed by all human beings: the desire to be liked or accepted by others and the desire to be right.

2 Most people have a desire to be liked and approved by others. There are many tactics that are effective in this regard. One of the most successful tactics is to appear to be as similar to others as possible. From the earliest days, a person learns that agreeing with the persons around him or behaving much as they do causes them to like him. Parents, teachers, friends, and others often heap ***praise*** and approval on him for demonstrating such similarity. One important reason why people conform, therefore, is simple: they have learned that **doing so** can yield the approval and acceptance they strongly crave. This source of social influence — and especially of conformity— is known as normative social influence, since it involves ***altering*** one's behavior to meet others' expectations.

3 People also have a strong a desire to be correct about their political or social views. However, there are no simple physical tests or measuring devices to establish the "accuracy" of such views. Yet, the solution is obvious: people usually turn to other people and use their opinions and actions as guides for their own. Obviously, such reliance on others can be another source of conformity because it is other people's actions and opinions that define social reality for them. This source of social influence is known as informational social influence, since it is based on people's ***tendency*** to depend on others as a source of information about many aspects of the social world.

4 While normative and informational social influence provide a strong basis for the tendency to act in accordance with existing social ***norms***, they are definitely not irresistible. In many cases, individuals decide to dig in their heels and say no. What accounts for this ability to resist? Research findings point to two main reasons. The first reason why individuals often choose to ***resist*** group pressure involves their strong desire to maintain their uniqueness or individuality. People want to be like others, but not to the extent that they lose their personal identity. In other words, along with the needs to be right and to be liked, many people possess a desire for individuation — for being distinguished in some respects from others. It is partly because of this ***motive*** that individuals sometimes choose to disagree with others. They realize that **such behavior** may be costly in terms of gaining the approval or acceptance of others, but their desire to maintain a ***unique*** identity is simply stronger than various inducements to conformity. The second reason involves their desire to ***maintain*** control over the events in their lives. Most people want to believe that they can ***determine*** what happens to them, and yielding to social pressure sometimes runs counter to this desire. After all, going along with a group implies behaving in ways one might not ordinarily choose; and this, in turn, can be viewed as a ***restriction*** of personal freedom and control. The results of many studies suggest that the stronger an individual's need for personal control, the less likely he or she is to yield to social pressure; so this factor, too, appears to be an important one where resisting conformity is concerned.

5 To sum up, the desire to retain individuality and the desire to keep control over one's own life serve to counter the motives that tend to increase conformity. Whether people conform in a given situation, then, depends on the relative strength of these various motives and the interplay between them.

A. What do the following refer to?

1. doing so (para. 2) : _____
2. such behavior (para. 4) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. refuse to obey (v.) (para. 1) : _____
2. desire, need (v.) (para. 2) : _____
3. stop resisting (v.) (para. 4) : _____
4. oppose, act against (v.) (para. 5) : _____

C. Fill in each gap using the information in the text.

The article describes two reasons why people decide to obey (1)_____ or defy them. The first reason is that a person needs to (2)_____. The best way to guarantee this is to (3)_____ others both in the way they behave and think. The second reason is that a person wants (4)_____. Since there is not a device to measure (5)_____ of his ideas, he uses other people's ideas as a guide. Nevertheless, although these two desires, known as (6)_____ and (7)_____ influence, are powerful, people can still resist them because they want to (8)_____ and control over events in their lives. What determines if people (9)_____or not is the strength of these motives and the interaction between them.

D. Answer the following questions.

1. In para. 4, which phrase does the writer use to mean that people refuse to change their opinions or plans?

   _____

   _____.

2. At what point does individuation become more important than being like others?

   _____

   _____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the alternative that does NOT go with the given word.

1.	conform to (v.) (para. 1)	a) rules	b) standards	c) guidelines	d) emotions
2.	praise (n.) (para. 2)	a) deserve	b) get	c) offer	d) set
3.	alter (v.) (para. 2)	a) plans	b) desires	c) expectations	d) clothes
4.	tendency (n.) (para. 3)	a) growing	b) unnatural	c) global	d) unchanging
5.	norms (n.) (para. 4)	a) observational	b) accepted	c) ethical	d) established
6.	resist (v.) (para. 4)	a) interestingly	b) firmly	c) successfully	d) naturally
7.	motive (n.) (para. 4)	a) strong	b) underlying	c) fast	d) hidden
8.	unique (adj.) (para. 4)	a) totally	b) gradually	c) hardly	d) virtually
9.	maintain (v.) (para. 4)	a) gender	b) identity	c) stability	d) peace
10.	determine (v.) (para. 4)	a) differences	b) rules	c) levels	d) favorites
11.	restriction (n.) (para. 4)	a) impose	b) lift	c) realize	d) introduce

B. Fill in the blanks with the correct form of the words from part A. Use each word only ONCE.

* The need for conformity is the desire to go along with the social (1)_____ of a group of people so that you will be accepted as an in-group person. Different groups have different rules. This can be to do with behavior, attitude, dress, language, etc. The degree to which other people (2)_____ to the rules indicates their desire to be a group member. Some people will try to follow whatever group they are in at the time, while other "non-conformists" will go in the other direction, deliberately asserting their individuality by (3)_____ all but a very few sets of norms. Teenagers come to mind, as they reject their parents, being non-conformists in the family, while desperately obeying peer-group norms as they seek acceptance by the gangs in school. For them, it is the peer norms that (4)_____ whether a behavior is safe and desirable.

* Autonomy, which refers to an adolescent's growing ability to think, feel, make decisions, and act on his or her own, has special meaning during the preteen and teen years because it signifies that an adolescent is a (5)_____, capable, independent person who depends less on parents and other adults. In order to help their teens develop autonomy, parents should set clear and consistent expectations and encourage them to account for their misbehavior. As autonomy develops, adolescents have a (6)_____ to turn more to peers for assistance, and less to parents. Adults should try not to put down or make fun of the opinions of their teen's friends. Instead, they should encourage teens to examine the real (7)_____ behind a friend's opinion, and to think about the situation from different points of view.

* While dealing with a rebellious teen, it is necessary to demonstrate love, reason, and cooperation to build mutual trust and respect. (8)_____ is one way of building a positive relationship with him. Most parents give up, saying that this does not seem to change anything, but encouraging better behavior through approval takes time. Sometimes parents might need to (9)_____ the way they show their approval, but they should not give up.

* Most adolescents are calm and predictable most of the time. However, many parents have difficulty understanding their emotions and often place (10)_____ on them so as not to lose the control. That's why most parents refuse to give them the freedom of learning responsibility and self-reliance; they believe they will not be able to (11)_____ control over potentially harmful behavior.

37 URBAN DEVELOPMENT MATTERS

1 Few people have a greater influence on the quality of our lives than those who shape the urban environment within which most of us reside. It's not just that our homes meet a fundamental human need for shelter. Nor is it simply a matter of achieving a level of physical comfort and convenience that all of us might hope to enjoy. In fact, the urban environment has a profound capacity to reflect a community's basic values and principles. It tells us a lot about who we are and what we stand for. For example, a community that values its children and the opportunity for them to enjoy the freedom of an open environment will design quite a different urban environment from **that** developed for a community which values nothing more than the efficient use of available space. The first will be likely to create an environment with parks and back gardens. **The second** will probably prefer high-rise apartments in closely situated tower blocks. Of course, the very nature of society is such that not everybody wants the same thing. Variety should thus be accepted as the norm if social peace is to be maintained.

2 What role does ethics play in the urban development industry? First, we need to recognize that developers' values are an essential part of the designs they prepare for a community and are then forced on it. No matter how much they might argue that they are just responding to 'market forces,' the economic realities of their industry, or the planning requirements of local governments, they cannot escape the responsibility for the way they shape the world in which most of us live. If they are concerned only with profits, then the quality of their product may give way to the acceptance of cheap standards of low quality. On the other hand, if developers recognize that they have an ethical obligation to positively affect the lives of other people, if they recognize that they have a duty to care, then they may be inclined to follow the same high standards that they would expect to find if the roles were reversed and they were the consumers.

3 Second, there are ethical issues also in relation to the way in which developers do business. For example, how important is it to tell the truth when requesting approval for a development that local residents are against? Is it acceptable to withhold information — but not actually tell a lie — in a way that might be misleading? Or, should the development be shown to the public so that those most closely affected can make an informed decision? Most people would, one suspects, prefer to tell the truth. But at what cost? What if disclosing everything about a proposed development project would lead to its cancellation? How would people be affected by such a decision? Some might lose their jobs while others might lose the opportunity to move into an affordable home in a desirable district. For their part, the successful objectors may have gained nothing more than a victory for their own 'privileged' lifestyle.

4 It's important to note that this kind of tension between competing interests, as outlined above, is quite common. The ethical landscape through which we pass is not painted in tones of black and white. Indeed, **it** is largely gray. We all need to accept that there will be many times when we are forced to choose the 'least bad' alternative. Considering all of this, some people will be inclined to 'play safe' and limit the information about the housing project. Others will prefer candid confession, probably on the grounds that two wrongs don't make a right. In life, when people make their choices according to ethics, this often involves the acceptance of some level of cost. This is not to say that a commitment to ethics means a life of misery and disappointment. Nor is it about fostering warm feelings. However, it does require people to think.

5 As noted above, the work of people in the urban development industry has a profound effect on our society. Realizing this highlights the fact that each participant in the industry has an opportunity to make a positive difference in terms of the way we live. For all the importance attached to money, it can never purchase a sense of having done something worthwhile in our

lives. **That privilege** only comes to those prepared to take a broader look at their role in society.

A. What do the following refer to?

1. that (para. 1) : _____
2. the second (para. 1) : _____
3. it (para. 4) : _____
4. That privilege (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. live (v.) (para. 1) : _____
2. opponents (n.) (para. 3) : _____
3. sincere, honest (adj.) (para. 4) : _____
4. developing (v.) (para. 4) : _____

C. Fill in each gap using the information in the text.

* What role does ethics play in the urban development industry? First of all, developers should be aware that they (1)_____ on a community with the designs they make. No matter how much they argue that this is (2)_____ 'market forces', the economic realities of their industry, or the planning rules of local government, they cannot deny they are (3)_____ _____ in which the majority of us live. If it is only the (4)_____ with, then low quality will be seen in their products.

* A second ethical aspect to think about is (5)_____ _____. For example, how important is it to reveal the truth when asking for approval for a development that is opposed by local residents? Which is more acceptable: being misleading by withholding information without (6)_____, or revealing the facts regarding the development to the public in order to allow (7)_____ to make an informed decision? However, as a result of such truthfulness, some people could (8a)_____ or some others could (8b)_____, whereas the successful objectors may have achieved nothing more than a victory for their own 'privileged' lifestyle.

* We frequently confront that kind of tension between opposing interests. It is necessary to accept that we will often have to (9)_____. We are bound to (10)_____ if we are to make a decision according to ethics. This does not mean that a(n) (11)_____ _____ is awaiting us. But it deserves some consideration.

* In brief, (12)_____of design developers affects our society greatly. This emphasizes the fact that everybody working in this industry can positively change (13)_____.

D. Answer the following questions.

1. Considering the nature of the society what is necessary to keep the social peace?

_____

_____.

2. According to the writer, what should the developers realize in order to have high standards in their projects?

_____

_____.

VOCABULARY PRACTICE:

A. **Each sentence in column A ends with a noun or a noun phrase. Read the beginning of each sentence, from column B find the noun or phrase that logically completes it and write it on the line provided. For some sentences, there may be more than one answer.**

A	B
1. People living in overcrowded cities can hardly deny their quite reasonable and legitimate desire to **reside in** _____ _____	**the preservation of each state's cultural identity.**
2. Children who are usually dissatisfied with their work don't expect praise from their friends and they often find that even when they've tried their hardest, the results won't **reflect** their _____ _____	**the ever-changing demands of the market.**
3. Over the years, the Global School Net Foundation has evolved a number of principles and guidelines to help teachers **design** _____ _____	**rising trend in unemployment.**
4. In the textile sector, there is a need for a highly specialized sales force that can identify and **respond to** _____ _____	**groups.**
5. The Council of Europe, whose overall aim is to achieve greater unity among its members to promote their economic and social progress, **is also concerned with** _____ _____	**the countryside.**
6. The government's underlying aim is now to get the economy growing again so as to **reverse** the _____ _____	**air-conditioning systems in late winter.**
7. As a nation's media are expected to properly report on important issues of national security, the US press is rightly blamed for not challenging the administration's **misleading** _____ _____	**efforts.**
8. Whenever there are distortions in an economy, those who benefit from the inefficiencies are always the **privileged** _____ _____	**take up less paid jobs such as cleaning and catering.**
9. The report explains that the 13 percent pay gap between what males and females earn per hour is a result of the fact that women **are inclined to** _____	**projects.**
10. Some of the best-known appliance manufacturers have special discount offers for those who are willing to **purchase** their _____ _____	**statements on the rescue efforts for the hurricane victims.**

B. Now write new combinations using the words in column A.

1. reside in _____, _____, _____.
2. reflect _____, _____, _____.
3. design _____, _____, _____.
4. respond to _____, _____, _____.
5. be concerned with _____, _____, _____.
6. reverse _____, _____, _____.
7. misleading _____, _____, _____.
8. privileged _____, _____, _____.
9. be inclined to _____, _____, _____.
10. purchase _____, _____, _____.

38 ARE FEMINISTS ALIENATING WOMEN FROM THE SCIENCES?

1 Why are there still so few women in the natural sciences? Are the hard sciences really the last bastions of male chauvinism, or is something more complex going on? The traditional feminist analysis of the factors that made science an unlikely career choice for women began by documenting the long history of ***discrimination*** faced by women scientists. Secondly, the analysis focused on socialization and gender stereotypes such as how little girls were encouraged to play with dolls and were ***deprived*** of such toys as lego sets. In high-school science laboratories, feminists noted, the girls were the ones who recorded data and wrote up the lab reports while the boys dissected frogs and wired up circuits with capacitors and galvanometers.

2 Traditional feminists believed that for women to feel at home in science, special initiatives to make it accessible and interesting to girls would have to begin as early as in pre-school, and continue all the way through graduate school and the early years of postdoctoral training. Actually, they took for granted that more women should become scientists. They assumed that once the barriers of overt sexism and gender stereotyping were removed, there would be no other important reasons for women not to value and enjoy science as much as men do. They thought how ***ignorant*** and unjust it was to assume that women might be better suited to deal only with matters of "Kinder, Kuche, and Kirche" (child, kitchen, and church)! Yet, these theorists, without being aware of it, come perilously close to **saying just that.**

3 According to traditional feminist analysis, the problem was to discover how to remove the ***distorting*** factors so that women could fit comfortably into science. The new feminist agenda, on the other hand, is quite different: Science must be changed so that it fits women's special talents and thus becomes a suitable occupation for a woman to ***pursue***.

4 Although feminists themselves often understate the conflict, the traditional and new imperatives for feminist reform are in opposition to each other: Traditional feminists wanted little girls to overcome their anxiety about math and learn statistics, while new feminists want science to become less quantitative, that is, to accommodate the qualitative methods of inquiry at which women are claimed to excel. Whereas traditional feminists believed that science should be an equal-opportunity career, their ***successors*** argue that science, like football, is intrinsically oriented toward males and, finally, that it is saturated with patriarchal male values. Thus, new feminists believe science will have to be revolutionized before it will be an acceptable calling for women.

5 Why are these new feminists so opposed to science? Their most ***fundamental*** belief is that the very methods of science predispose it to be more useful for evil than for good. Some feminist philosophers argue that the agenda of the 'hard' sciences has always been to dominate nature and to penetrate her secrets. They also add that the very process of analyzing the workings of natural systems is seen as intrinsically destructive. In their view, the much-vaunted scientific goals of objectivity, controlled experiments, isolation of variables, precise measurements, quantitative analyses, and abstract theoretical models are all seen as potentially dangerous to both the natural system being studied and the psyche of the researcher. Accordingly, if little girls don't have the stomach for dissections or the patience to work out vector representations of the stresses in a beautiful spider web, we should congratulate them, not try to socialize them into the narrow and often life-destroying habits of white male scientists.

6 Science has already profited from responsible feminist critiques and should continue **to do so.** Just as the influx of refugees changed American science during World War II, it can be expected that as more women and members of minority groups enter science, they too will influence both the research priorities and the ethos of science. Science can be improved in many ways, but there is no doubt that past scientific discoveries — ***ranging*** from better contraceptives to computers — have already played a ***crucial*** role in the liberation of women.

What a tragedy it would be if feminists themselves were to ***alienate*** women from such a powerful — and beautiful — repository of knowledge about the natural world.

A. What do the following refer to?

1. saying just that (para. 2) : saying that _____
   _____
2. to do so (para. 6) : to _____

B. Answer the following questions.

1. According to traditional feminists, what three factors mentioned in the 1st paragraph prevented women from choosing science as a career?
   a) _____
   b) _____
   c) _____
2. According to the writer, what is the false assumption behind the idea that more women would become scientists if the barriers were removed?
   _____
   _____.
3. According to the 4th paragraph, what three characteristics of science do new feminists complain about?
   a) _____
   b) _____
   c) _____
4. According to some feminist philosophers, what is wrong with the agenda of the hard sciences?
   _____
   _____
5. In para. 6, why does the writer consider the alienation of women from the sciences as a tragedy?
   _____
   _____

C. Fill in each gap using the information in the text.

* The traditional feminists believe that special initiatives should be taken in education so that science (1)_____. Thus, women will feel at home in science.
* The new feminists think that science needs (2)_____ to become an acceptable calling for women. They are against science mainly because they believe that it serves (3a)_____, rather than

(3b)_____. They claim that the process of analyzing the workings of natural systems destroys not only (4)_____ but also (5)_____. They also accuse white male scientists of having (6a)_____ and (6b)_____.

* It can be inferred from the last paragraph that, as well as women, (7)_____ can also play an important role in changing the objectives of science.

VOCABULARY PRACTICE :

The following words are italicized from the text. Fill in the gaps with the words from the box. Do not change their forms. Use each word only ONCE.

pursue	**fundamental**	**deprive**	**alienate**	**ranged**
discrimination	**successors**	**ignorant**	**crucial**	**distorting**

* Suzanne La Follette is the author of what is believed to be the first full-length book on libertarian feminism in existence. Yet today she is almost unknown among feminists. In her book, *Concerning Women*, La Follette analyzes (1)_____ feminist issues. In her view, economic freedom was far more (2)_____ to women than political equality or the right to vote. "Until economic freedom is attained for everybody," she pointed out, "there can be no real freedom for anybody." She also asserted that the State must be forced to abandon all legal (3)_____ against women, as she believed that the primary way in which the State hurt women was through legally imposed economic disadvantages. One of these economic disadvantages La Follette analyzed in detail was protective labor legislation. She pointed out that protective labor laws and minimum wage laws reduced women's ability to (4)_____ jobs. Marriage laws also imposed an economic disadvantage on women. La Follette saw marriage as a one-sided contract with all the rights on the side of the husband, since marriage laws (5)_____ a woman of the right to control property while allowing her to be totally dependent on her husband. In her pro-feminist articles, La Follette touched on issues that (6)_____ from State policies to Christian morality. In 1959, she became the editor of *National Review* and worked there until her retirement. La Follette passed away in 1982, but her (7)_____ remember her vividly as a remarkable and admirable libertarian.

* These days "feminism" is a dirty word, a label to avoid being associated with at all costs, and it is no wonder many women shy away from such a terrible word. But how has the feminist movement managed to (8)_____ the women it seeks to represent? Why does the simple word "feminism" bring such terrible associations when the

movement it refers to has such seemingly harmless objectives? No one can claim to have the answers to these questions. Betty Friedan, the founder of the National Organization for Women, blames anti-feminism advocates for (9)_____ the image of the movement. She states that these people are obviously (10)_____ and know little about feminism as they insist that women have already acquired total equality, and therefore to seek more is based on greed and a twisted desire for power.

39 CHAOS THEORY

1 Chaos theory is a mathematical theory first developed in the 1970s. It deals with the breaking down of ordered systems into chaotic, or disordered, ones. In fact, the word chaos literally means "utter confusion or ***random*** disorder." For some physical processes, it is relatively easy to mathematically describe their behavior. For example, pendulums appear to follow a regular pattern of movement which that can be mathematically described by linear equations - equations that are easily solved. Although the discipline of mathematics is very good at dealing with regularity, **it** is not so good at dealing with irregularity. In the 1960s, scientists were trying to use computers to understand and predict the weather, a system whose behavior is irregular. Such turbulent events are described by nonlinear equations. Unfortunately, nonlinear equations are difficult, sometimes impossible, to solve. Contrasting a linear system with a nonlinear one can help to better understand **this**. In a linear system, a small change in its ***initial*** condition produces a small and easily quantifiable, or measurable, change. However, a nonlinear system is highly sensitive to and dependent upon its initial conditions, and thus, tiny or virtually immeasurable differences in initial conditions can lead to tremendously differing results.

2 It is virtually impossible to predict the weather because the behavior of weather systems is so dependent upon initial conditions. Minute differences in initial conditions lead to huge differences in ***outcomes***. That is the essence of nonlinear dynamics, which is another name for chaos theory. So, chaos theory originally grew out of attempts to make computer models of the weather. Of course, it is not just weather that behaves in a chaotic way. Chaotic systems can be found in many other aspects of our lives. Mathematics and science, as well as society itself, are some of the systems in a constant state of seemingly random change. The study of the dynamics of such systems is an essential part of scientists' efforts to understand the principles of order that ***emerge*** to form the basis of all real systems, from ecosystems to the universe as a whole.

3 The possibility of chaos in a natural system was first proposed by the French mathematician Henri Poincare, in the late 19th century, in his work on planetary orbits. Many years later, in 1963, the American meteorologist Edward Lorenz ***demonstrated*** that thermal convection in the Earth's atmosphere was a chaotic system. In the mid-1970s, the American physicist Mitchell Feigenbaum predicted that when an ordered system begins to break down into chaos, there will be a ***consistent*** sequence of doubling transitions. For example, if the flow rate of a dripping tap is gradually increased, ***eventually*** not one drip but a pair of drips will fall together. This doubling is a characteristic of a system on the edge of chaos. Feigenbaum then went on to calculate a numerical constant that governs the doubling process. A numerical constant is a quantity whose value, under specified conditions, does not change. Feigenbaum showed that his results could be applied to a wide range of chaotic systems, and the numerical constant he calculated is called Feigenbaum's number.

4 On the surface, the movement of chaotic systems appears to be totally random, ***unpredictable***, and without form. Yet, cutting-edge research into the mathematics of chaos has demonstrated that the motion of a chaotic system is not completely random, and that events within chaotic systems do operate according to a definite form and pattern, even if ***evolving*** in unpredictable ways. So that we may better understand the order within the chaotic system, let's consider a simple example. To the outside observer, your desk appears to be a chaotic mess with papers and books scattered all over in a seemingly haphazard fashion. It appears that you will be unable to find anything in the clutter. Yet, when asked to find a specific piece of paper, you plow through the chaos to the exact spot. In your own mess, you find the item easily. You are able to **do this** again and again, until one day, when someone decides to "help" you clean up your messy desk and straightens everything out. Now the order and the pattern of your chaotic system have been changed, and, as a result, you cannot locate anything.

5 We now know that the natural world, like your desk, is characterized by an orderly form of chaos. Thanks to the great calculating power of the computer, scientists are now able to discover and to analyze patterns in events that were previously believed to be purely random. Nevertheless, although we now know that all natural events do follow a certain pattern, the outcome of these events is still unpredictable.

(By Loretta F. Kasper, Ph.D.)

A. What do the following refer to?

1. it (para. 1) : _____
2. this (para. 1) : the fact that _____
3. do this (para. 4) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. tiny, very small (adj.) (para. 2) : _____
2. disorder, mess (n.) (para. 4) : _____
3. find (v.) (para. 4) : _____

C. Answer the following questions.

1. Why do small changes in nonlinear systems produce big differences?

   _____

   _____.

2. Why was Chaos Theory developed?

   _____

   _____.

3. What helps scientists to understand the basis of real systems?

   _____

   _____

D. Fill in each gap using the information in the text.

In the late 19th century, Henri Poincare proposed (1)_____ _____. Later Mitchell Feigenbaum predicted that (2)_____ will be the result of an ordered system's breaking down into chaos. As a result of his calculations, Feigenbaum found that the doubling process is governed by (3)_____ _____, a value that stays the same under specific conditions.

* * *

It has been proved by research that there is definite form and pattern in the operation of (4)_____. Today's scientists are able to discover the order in seemingly random events by using (5)_____.

VOCABULARY PRACTICE:

Complete the following passage with the italicized words from the text. The definitions provided underneath the blanks will help you to spot the words.

What exactly is chaos? The name "chaos theory" comes from the fact that the systems that the theory describes are apparently disordered, but chaos theory is really about finding the underlying order in apparently (1)_____ data. It was first discovered in
(lacking order; governed by chance)
1960 by a meteorologist named Edward Lorenz who was working on the problem of weather prediction. Actually, Lorenz discovered the phenomenon called the butterfly effect, also known as sensitive dependence on (2)_____ conditions. Lorenz proved that
(occurring at the beginning)
just a small change occurring at the beginning of an event can have a huge effect on the long-term behavior of a system and thus can change the final (3)_____.
(a result or effect of an action)
From this idea, Lorenz stated that the weather has an (4)_____
(tending to change suddenly without reason)
pattern. This discovery led Lorenz on to other aspects of what (5)_____
(in the end)
came to be known as chaos theory. This theory is evident in systems such as mathematics, ecology, and physiology. For example, the human heart also has a chaotic pattern. The time between beats does not remain constant; it depends on how much activity a person is doing, among other things. Under certain conditions, the heartbeat is (6)_____. Under different conditions, the heart beats erratically. It
(always happening in a similar way)
might even be called a chaotic heartbeat. The analysis of a heartbeat can help medical researchers find ways to put an abnormal heartbeat back into a steady state, instead of letting it lapse into uncontrolled chaos.

Chaos has already had a lasting effect on science, yet there is much still left to be discovered. Many scientists believe that twentieth-century science will be known for only three theories that (7)_____: relativity, quantum mechanics, and chaos. Aspects of chaos
(appeared)
show up everywhere around the world, from the currents of the ocean and the flow of blood through fractal blood vessels to the branches of trees and the effects of turbulence. Chaos has inescapably become part of modern science. As chaos has (8)_____
(developed)
from a little-known theory to a full science of its own, it has received widespread publicity. Chaos theory has changed the direction of science; physics is no longer simply the study of subatomic particles in a billion-dollar particle accelerator, but the study of chaotic systems that (9)_____ how they work.
(shows)

ANTHROPOLOGY

40 A GOOD LIFE

1 The people of the Caucasus Mountains of southern Russia have long been famous for ***attaining*** extremely old ages. Arab and Persian chronicles from centuries ago noted the existence of these longevous peoples. The latest Soviet census reports that 70 per cent of all people reaching 110 years or more live in the Caucasus region. An anthropologist described meeting a woman of 139 years. **This** does not seem old at all, however, compared to her first cousin, who reached 146 and her great-grandfather, who lived to be 160. When we consider that most people in the United States expect to live only half that long and that people in some parts of the developing world will live only one third that long, we cannot help wondering what the causes of such long life are. Is it exercise, diet, physical environment, cultural environment, or what? Anthropologists have concluded that exercise and diet are not as important as a steady way of life with certain cultural expectations and roles.

2 The people in most of the region of the Caucasus Mountains have a slow, regular, rhythmic life style. There is continuity in all of the physical ***aspects*** of their life. First, most of the Caucasians live in mountain villages in a pastoral setting. They work as farmers, herders, or gardeners. Their lives are regulated by the rising of the sun, the steady rhythm of the growing cycle, the harvest, and the setting sun. Most of the longevous people have always held the same jobs. They learned their jobs young, and have continued in the same job until they are well past 100, some working until they are 120 or 130. The outdoor work and the mountainous terrain provide a good deal of exercise. Anthropologists feel that while exercise ***contributes*** to longevity, the rhythmic lifestyle is more important. There is also continuity in diet. The people of the Caucasus very much enjoy their traditional food and have no inclination to change it. They have eaten the same lean meat, grains, fruits, and vegetables from childhood to old age. Traditionally, Caucasians are lean people who do not overeat. Like exercise, anthropologists conclude that it is not the diet itself that is the secret for long life, although **it** does contribute. The real secret is the continuity in diet from birth to death. The ***consistent***, unchanged diet and regular dietary rhythm allow the body and its digestive system to become entirely ***adjusted***. Therefore, physiological stress on the digestive system is at a minimum. The overall evenness of pace in the Caucasian way of life makes for a feeling of well-being and encourages longevity.

3 Another important cause of longevity among the Caucasians is a stable cultural environment with certain expectations. First, the ***goals*** of the Caucasians do not overreach the possibilities of attainment. Unlike many Americans who want to be chairmen of the boards or presidents of the companies, goals which they can never attain, the goals of the Caucasians tend to be realistic and attainable within their cultural milieu. Their goals are more people-oriented. They concentrate on being hospitable and generous towards others, goals which are not only attainable, but also contribute to the overall well-being of the social group. Because the goals of the Caucasians are realistic and attainable, emotional ***tensions*** are reduced. This contributes to long life. Second, the normal expectation within the region is for long life. Individuals expect to live far beyond the age of 100. On the other hand, the cultural expectation of people in the United States is for a maximum life span of about 80 years. These cultural expectations become self-fulfilling prophecies. Further, the Caucasians do not expect the old people to sit idly by, but to ***participate*** actively in all phases of life. A stable environment with realistic goals and expectations is a second cause for longevity among the Caucasians.

4 Finally, longevity is also encouraged by the role of old people in the family and in the community. The Caucasians have large extended families of maybe 300 people or more. This provides a large network of people with mutual rights and obligations. The aged are respected as heads of the family. They make decisions about money, marriages, land sales, and other matters. They are also expected to be affectionate toward their grand-children. The old people are also respected in the community. They continue to vote, hold office and so make decisions which will ***affect*** the future of the entire community. Because of their important place in the

family and in the community, the aged retain a feeling of individual self-worth and importance. ***Retaining*** a positive self image reduces physical and mental problems, thus encouraging a longer life.

A. What do the following refer to?

1. this (para. 1) : _____
2. it (para. 2) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. an official count of a country's people (n.) (para. 1) : _____
2. tendency, intention (n.) (para. 2) : _____
3. shared in common (adj.) (para. 4) : _____

C. Mark the following statements True (T) or False (F).

T F 1. Coming from a different culture, people in the U.S. do not expect to live as long as Caucasian people.

T F 2. A steady way of life with certain cultural expectations and roles is less important than exercise and diet in being longevous.

T F 3. Because they continue to work for a long time, the majority of the Caucasians prefer to stay passive when they get very old.

D. Answer the following questions in your own words.

1. Name the aspects of Caucasians' lives in which rhythm and continuity are seen.

_____

_____.

2. What shows that the goals of Caucasians are people-oriented?

_____

_____.

3. Why are there fewer emotional tensions among Caucasian people?

_____

_____.

4. How does retaining a positive self image affect people?

_____

_____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____ 1.	attain (v.) (para. 1)	a) help to cause an event or a situation
_____ 2.	aspect (n.) (para. 2)	b) more familiar with a new situation
_____ 3.	contribute (v.) (para. 2)	c) feature; one part of a situation, subject etc.
_____ 4.	consistent (adj.) (para. 2)	d) feeling of nervousness
_____ 5.	adjusted (adj.) (para. 2)	e) keep or continue to have something
_____ 6.	goal (n.) (para. 3)	f) take part in or become involved in an activity
_____ 7.	tension (n.) (para. 3)	g) reach or succeed in getting something
_____ 8.	participate (v.) (para. 3)	h) have an influence on someone or something
_____ 9.	affect (v.) (para. 4)	i) aim or purpose
_____ 10.	retain (v.) (para. 4)	j) always behaving or happening in a similar, especially positive way

B. Fill in the blanks with the correct forms of the words from part A. Use each word only ONCE.

* For the future success of their business, the general director held a meeting to discuss possible ways to (1)_____ their great employees who want to leave due to low salaries. However, one could easily feel the (2)_____ in the room when he said the company would have to fire some of its low-paid employees to afford the others.
* Crying occurs in all emotions – it even (3)_____ to the psychological well-being of an individual from birth to death. Furthermore, crying is a very important (4)_____ of infant development that acts as a tool for communication.
* One of the (5)_____ of language teachers is to enable students to speak in the target language. To (6)_____ this aim, teachers encourage them to (7)_____ in class discussions.
* Having examined the differences among ability, disability and gender groups, researchers concluded that longer time periods during exams (8)_____ student performance positively.
* Learning to live in a different country is not easy. It takes some time to become completely (9)_____ to a new culture and way of thinking.
* If parents are(10)_____ with the way they treat their children, they are less likely to experience any disciplinary problems while raising them.

C. Find the different forms of the following words in the text.

Word	Forms
1. attain (v.)	
2. expect (v.)	
3. tradition (n.)	
4. entire (adj.)	
5. real (adj.)	

41 WHO'S A GERMAN, THEN?

1 It is an oddity of modern Germany that even though the country has been friendlier than any other in Europe to asylum-seekers and refugees, foreigners settling there have found it extraordinarily hard to become German citizens. There are 7.3 million ***residents*** who do not have German citizenship, nearly 9% of the population. Some demographers argue that Germany will need 260,000 immigrants a year for the next 20 years just to keep its present population ***stable*** and avoid a financial crisis in its pension systems. Yet, few indigenous Germans accept the notion that Germany is, or should be, a multicultural country.

2 Mr. Schröder has started to change this by updating the rules on naturalization, which were based on an imperial law of 1913 that defined 'Germanness' mainly by blood. This meant that descendants of Germans who had settled in Russia under Catherine the Great could become German again at the stroke of a pen without knowing a word of German. Since the Soviet Union broke up, more than 3 million **have done so**.

3 For the 2.5 million German residents of Turkish origin (of whom about 500,000 may now have got citizenship), many of them second — or even third — generation, it has been much harder to get German passports. But now, thanks to Mr. Schröder's change in the law, children of foreigners born in Germany are automatically given German citizenship at birth, provided at least one parent has lived there for a minimum of eight years — though they have to choose whether to keep it once they've reached the age of 18.

4 Earlier this year, Mr. Schröder passed a law which marked Germany's first serious effort to match immigration with Germany's economic needs, with provision for a points system to lure skilled workers from abroad. The law, which is due to come into force next year unless the Constitutional Court blocks it, builds on a ***controversial*** scheme endorsed by Mr. Schröder two years ago to give permits to up to 20,000 computer specialists from India and Central Europe to work in Germany on five-year contracts. The new bill also makes it easier for foreign students educated at German universities to stay on, and easier for self-employed foreigners to work in Germany.

5 Many politicians, mostly on the right, have opposed the changes. Two years ago, Jürgen Rüttgers, the Christian Democrats' leader in North Rhine-Westphalia, Germany's most ***populous*** region, demanded "Kinder statt Inder" (children instead of Indians), meaning that Germans should have more babies instead of relying on workers from abroad. He was backed by another Christian Democrat, Mr. Stoiber, who suggested that the current rate of child benefits should be tripled. Friedrich Merz, the Christian Democrats' then leader in the Bundestag (the German Parliament), said immigrants must accept that each country has its Leit-kultur, or predominant culture, to which newcomers must adapt.

6 By any standard, Germans of foreign origin — and particularly from Turkey, easily the biggest minority — are woefully under-represented in politics and public life. For example, only a couple of them sit in parliament, compared with 38 non-whites currently in Britain's two chambers. Being generous to asylum-seekers is one thing, but absorbing foreigners into the German family still ***revives*** old worries about national identity.

(The above text is taken from *The Economist*, December 7th–13th 2002.)

A. What does the following refer to in the text?

1. have done so (para. 2) : _____

_____

B. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. native, local (adj.) (para. 1) : _____

2. supported (v.) (para. 5) : _____

C. Mark the following statements True (T) or False (F).

T F 1. In Germany, where asylum-seekers and refugees seem to be more willingly welcomed than in any other European country, it is still rather difficult for its non-native residents to obtain citizenship.

T F 2. Germany has already granted work permits to 20,000 computer specialists from India and Central Europe on 5-year contracts.

D. Answer the questions according to the information in the text.

1. What two problems may arise if Germany doesn't accept 260,000 immigrants annually for the next two decades?

   a) _____.

   b) _____.

2. What did the 3 million Russians have in common which enabled them to become German again after the Soviet Union broke up?

   _____

   _____.

3. Why did Mr. Stoiber suggest that the current rate of child benefits be tripled?

   _____

   _____.

E. Fill in each gap using the information in the text.

* After the (1)_____ which was realized by Mr. Schröder, babies born in Germany with at least one parent who has resided in the country (2)_____ are automatically given German citizenship.

* Provided that it is not (3)_____, the law will also enable (4)_____ to reside there after graduation.

* In 2002, Mr. Schröder passed a law which uses a points system so that (5)_____ could be attracted into the country.

* Compared to Britain, residents of foreign origin in Germany are (6)_____ _____.

VOCABULARY PRACTICE :

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
residents (n.) (para. 1)		

1. The local _____ complained that the government did not pay enough attention to their problems.
2. The mayor's official _____ was bombed yesterday.
3. One has to get a visa and work permit to _____ in a European country.

Word	Definition	Different Forms
stable (adj.) (para. 1)		

4. If a house is built on _____ ground, it may be likely to collapse in the case of an earthquake.
5. The new government has suggested certain reforms to maintain political and economic _____
6. In China, the policy of one child per family was introduced to _____ the country's population.
7. Emotional _____ is one of the symptoms of depression during the crucial period after pregnancy.

Word	Definition	Different Forms
controversial (adj.) (para. 4)		

8. The latest developments in medicine have created a _____ over the excessive use of drugs.
9. Cloning has always been a _____ issue because it raises ethical questions.

Word	Definition	Different Forms
populous (adj.) (para. 5)		

10. With the new policy, the government expects companies to make their investments in the areas where the density of the _____ is low.
11. Settlers began to move inland and _____ the river valleys.
12. Manhattan has now become one of the most _____ districts of New York.

Word	Definition	Different Forms
revive (v.) (para. 6)		

13. The exhibition was great and it stimulated a _____ of interest in the Impressionists.
14. The President's speech has _____ talks on the political future of the country.

42 JAPANESE STYLE IN DECISION-MAKING

1 To talk about decision-making within a given country means examining many complex cultural forces and their impact on contemporary life. It also means the need to understand certain fundamental concepts that resist comparison. For example, there is a marked difference between the concept of vocational or professional identity in the United States and Japan.

2 In the West, the emphasis is on what somebody does for a living. In the US, if you ask children what their fathers do, they will say, "My daddy drives a truck" or "He is a stockbroker." But in Japan, the child will tell you, "He works for Mitsubishi or Hitachi." But you will have no idea whether the father is the president of Hitachi or just a worker there. In Japan, the most important thing is what organization you work for, which explains the greater job stability in Japan, in contrast to the great job mobility in America. Three interrelated characteristics of the Japanese environment in some way affect decision-making.

3 First, in any approach to a problem or negotiation in Japan, there is the "you to you" approach, as distinguished from the Western "I to you" approach. The difference is this: in "I to you," both sides present their arguments forthrightly from their own point of view – they state what they want and what they expect to get. Thus, a confrontational situation is set up, and Westerners are very good at dealing with **this**. On the other hand, the approach practiced in Japan features both sides' trying to understand each other's point of view. Thus, the meeting is a mutual attempt to minimize confrontation and to attain harmony.

4 A second characteristic is based on "consensus opinion" and "bottom-up direction." In Japan, great consideration is given to the views of everyone at all levels, both in corporations and government. In Japan, there is an unspoken urge for the group – whether it is family, company, or government – to act as a unit. Tremendous weight is given to solidarity. As a result, one-sided decision-making or direction-taking is generally avoided; where it does occur for practical, urgent reasons, it usually happens with all involved parties having voiced their thoughts on the matter.

5 The term "bottom-up" refers to a style of management that can be called "keeping your finger on the pulse of the public, or the labor force," and it has real meaning. It influences the direction finally taken at the top. Whereas Western-style decision-making is the exclusive preserve of senior management, direction in Japanese organizations can be formulated at the lowest levels, can travel upward, and affect the eventual decision.

6 The time factor is the third area in which East and West differ in management styles. Even if the deal fails, the Japanese businessman concentrates on "smoothing out the wrinkles," spending whatever time is necessary to communicate personal views with great sensitivity. This places time in a different perspective. In Japan, the Western obsession with deadlines is secondary to doing a thorough job. Thus, Americans doing business in Japan are often annoyed by the seemingly endless sequences of meetings that take place in many local companies. But where the American is pressing for a specific decision, the Japanese is trying to assemble a rather broad direction. On the other hand, once an agreement is signed, it is the Japanese who sometimes wonder at the leisurely pace of follow-up by **the other side**, who like to take the time necessary for in-depth planning.

A. What do the following refer to?

1. this (para. 3) : _____
2. the other side (para. 6) : _____

B. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. noticeable (adj.) (para. 1) : _____
2. cooperation, unity (n.) (para. 4) : _____
3. field (n.) (para. 5) : _____

C. Mark the following statements True (T) or False (F).

T F 1. It can be inferred from the text that in negotiations, the Japanese avoid stating their point of view in a straightforward manner.

T F 2. The Japanese are more obsessed with deadlines than Westerners.

D. Answer the following questions.

1. Unlike Americans, the Japanese give importance to the organization they work for. What does this show?

_____

_____.

2. What does the "you to you" approach of the Japanese try to achieve?

_____

_____.

3. When do the Japanese make an exception to their policy of "No one-sided decisions"?

_____

_____.

4. What is the goal of American businessmen doing business in Japan during the endless sequences of meetings?

_____

_____.

VOCABULARY PRACTICE:

Write the correct form of the words to complete the text.

The Westerner and the Japanese man mean something different when they talk of "making a decision." In the West, all the (1)_____ is on the answer to the question. To the Japanese, however, the important element in decision making is defining the question. They (2)_____ any attempts to find an answer. The crucial steps are to decide whether there is an (3)_____ for a decision and what the decision is about. And it is in that step that the Japanese aim at (4)_____ consensus. Indeed, it is this step that, to the Japanese, is the essence of the decision. The answer to the question (what the West considers the decision) follows from its definition. Even during the (5)_____ process that precedes the decision, no mention is made of what the answer might be. Thus, they (6)_____ on finding out what the decision is (7)_____ about, not what the decision should be. Another Japanese characteristic is the desire to maintain harmony during the decision-making process. When potential problems are (8)_____, the means to solve them is also addressed. At this stage, debate or (9)_____ is avoided or at least (10)_____ as much as possible.	1. emphasize 2. resistance 3. urge 4. attain 5. negotiate 6. concentration 7. real 8. identity 9. confront 10. minimal

43 THE IKS

1 The small tribe of Iks, formerly nomadic hunters and gatherers in the mountain valleys of northern Uganda, have become celebrities, literary symbols for the ultimate fate of disheartened, heartless mankind at large. This transformation was caused by two factors: first, the government decided to have a national park, so the Iks were forced by law to give up hunting in the valleys and become farmers on poor hillside soil. Second, they were visited for two years by an anthropologist who ***developed*** a strong dislike for them. The anthropologist ***gathered*** his experiences of life with the Iks in a book. The message of the book is that the Iks have transformed themselves into selfish and loveless people because of the dismantling of their traditional culture. Moreover, the book suggests that all of us, all the modern people are basically like the Iks in our personalities, and we can all become unbalanced when the structure of our society is disturbed.

2 The argument rests, of course, on certain assumptions about the psychology of human beings, and it is uncertain. You have to agree that man is an evil creature by nature, is out for himself alone, and ***displays*** affection and compassion only as learned habits. If you take this view, the story of the Iks can be used to ***confirm*** it. These people seem to be living together in small, dense villages, but they are really solitary, unrelated individuals with no evident connection with each other. They talk, but only to make ill-tempered demands and cold refusals. They share nothing. They never sing. They send the children out to search for food as soon as they can walk, and desert the elders to starve whenever **they** can, and the children snatch food from the mouths of the helpless elders. It is a mean society. They breed without love or even temporary interest for the others. They watch their neighbors for signs of misfortune, and then they laugh. They leave their rubbish in front of each others' doorsteps. The anthropologist believes that if people are left by themselves, all will become the same joyless, untouching animals. However, I do not believe that the Iks are representative of isolated man who behaves according to social habits that obscure his Iklike characteristics. I think the behavior of Iks is something extraordinary and they have learned to act this way.

3 My theory would be to suggest that the Iks have gone crazy. If you live in an unworkable society, you can make up **one** of your own, which is what the Iks have done. Each Ik has become a group, a one man tribe on its own. Now everything falls into place. This is why they do seem, after all, vaguely ***familiar*** to all of us. We've seen them before. This is precisely the way groups of one size or another, ***ranging*** from committees to nations, behave. It is, of course, this ***aspect*** of humanity that has followed the rest of modern people, and this is why the Ik seems so primitive. In his absolute selfishness, his incapacity to give anything away, he is just like a successful political committee. When he stands at the door, shouting at his neighbors in a loud voice, he is a city addressing another. Cities have all the Ik characteristics. They pollute rivers and lakes, leave rubbish and hate all neighboring cities. They even build institutions to desert the elderly.

4 Nations are the most Iklike of all and the Iks seem familiar to them. Qualities such as total greed, heartlessness, and irresponsibility match a nation. Nations, by law, are solitary, self-centered, ***withdrawn*** into themselves. There is no such thing as affection between nations, and certainly no nation ever loved another. They shout at each other from their doorsteps, pollute the oceans, snatch all the food, survive by hatred, take joy in the bad luck of others, celebrate the death of others and live for the death of others.

5 That's it, and I shall stop worrying about the book. It does not ***signify*** that man is an inhuman creature. Also, it does not show that good qualities are sparse in his personality. It only says, in a gloomy way, what we've always known and never had enough time to worry about, that we haven't yet learned how to stay human when ***assembled*** in masses. The Ik, in his despair, is acting out his failure, and perhaps we should pay closer attention. Nations have themselves become too frightening to think about, but we might learn some things by watching the ghastly Ik.

(by Lewis Thomas)

A. What do the following refer to?

1. it (para. 2) : _____
2. they (para. 2) : _____
3. one (para. 3) : _____

B. Find the words that mean the following in the text. Write only ONE word on each line, and do not change the form of the word.

1. destruction, collapse (n.) (para. 1) : _____
2. isolated, single (adj.) (para. 2) : _____
3. hide (v.) (para. 2) : _____
4. leave, abandon (v.) (para. 3) : _____
5. very few (adj.) (para. 5) : _____

C. Fill in each gap using the information in the text.

* The Iks, who used to be (1)_____ _____ were made to (2)_____ _____ and work as farmers as a result of a national park project launched by (3)_____.
* The book written by the anthropologist claims that man was born bad and good feelings like (4a)_____ and (4b)_____ emerge only after they are (5)_____.
* Contrary to the writer's belief, the anthropologist maintains that all people have the same evil nature when they are (6)_____.

D. Answer the following questions.

1. What is the writer's explanation for the behavior of the Iks?

   _____

   _____.

2. To support his explanation / argument, what does the writer compare the behavior of the Iks with?

   _____

   _____.

3. According to para. 5, what general conclusion does the writer draw from the book about Ik?

   _____

   _____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Mark the meaning that is used in that context.

1. **develop (v.) (para. 1)**

   a) grow or change into a more advanced, larger or stronger form
   b) invent something or bring something into existence
   c) begin to have something; acquire

2. **gather (v.) (para. 1)**

   a) collect into one place; assemble
   b) become gradually stronger and more successful
   c) attract or be a center of attraction

3. **display (v.) (para. 2)**

   a) arrange something so that it can be seen by the public
   b) show; express a feeling as by gestures or bodily posture
   c) provide information or graphics on a screen

4. **confirm (v.) (para. 2)**

   a) accept someone as a full member of the Christian Church at a special ceremony
   b) give certainty to a belief or an opinion which was previously not completely certain
   c) make an arrangement or a meeting certain, often by telephone or writing

5. **familiar (adj.) (para. 3)**

   a) easy to recognize because of being seen, heard etc.
   b) informal, friendly or intimate
   c) having fair knowledge; acquainted

6. **range (v.) (para. 3)**

   a) include a variety of things
   b) extend in a particular direction
   c) move or travel freely

7. **aspect (n.) (para.3)**

   a) the direction in which a building, room etc. can be seen
   b) the appearance or visual effect of a place
   c) one part of a situation, problem, subject etc.; feature

8. **withdrawn (adj.) (para. 4)**

   a) remove from consideration or participation
   b) take or move out or back ; remove
   c) become detached from social involvement

9. **signify (v.) (para. 5)**

   a) be a sign of something; mean
   b) make something known; show
   c) have importance

10. **assemble (v.) (para. 5)**

    a) come together in a single place
    b) fit together the parts or pieces of
    c) bring or call together into a group or a whole

B. Fill in the blanks using the correct form of the words from part A. Use each word only ONCE.

* In this course, students are expected to (1)_____ information about the period of the Second World War from various sources. The sources may (2)_____ from texts on the web to original documents of the period. Then, they will pick one (3)_____ of that period and elaborate on it. In this way, they will have (4)_____ an awareness of the major historical events that took place during the period.

* Those with artistic talents are usually people who are (5)_____ into their own fantasy world and tend to withhold their feelings and thoughts from others. They may think that they are misunderstood by the world in general and therefore, may choose to (6)_____ their emotions through aesthetic or unique ways.

* An expatriate is the person who has taken up residence in a foreign country. Moving to a new country may offer new professional challenges and opportunities for the expatriate himself. However, being separated from their homeland might be too demanding for his family, especially for his wife if she has had to give up her job. Such a problem could easily be solved in (7)_____ surroundings but in an unknown environment, it may (8)_____ a problem.

* Doing market research is one of the best ways to see if there is a demand for a particular product or service in the market. Having prepared a list of questions, you can call people on the phone, send out a questionnaire by mail, or e-mail or you can post a questionnaire on the Internet. You can also (9)_____ a group of people for a focus group. The advantage of the focus group is that it lets people see or try the product and interact with one another. It also gives the producer a chance to (10)_____ the claims in his advertisement to convince the customers.

44 THE MOUNTAIN PEOPLE

1 The Ik are a small tribe located in East Africa. Formerly a society of hunters, the Ik have been forced to become farmers because their government decided that Ik lands were needed for a national park so they had to evacuate the lands they had lived on for centuries. In the space of less than fifty years, the Ik have been forced to develop agricultural skills they did not previously need, and they have not had much success, especially since the lands they were given receive little rain. ***Deprived of*** their right to hunt and unable to support themselves through farming, the Ik have learned what it means to live with ***constant*** hunger and starvation.

2 In 1972, anthropologist Colin Turnbull published *The Mountain People*, a book that described the two years he spent living among the Ik. Turnbull's book, although **it** received good reviews, was not a bestseller like *Jaws*, *The Exorcist, or Love Story* because most people who browse through book stores looking for something interesting to read do not turn to the anthropology section. *The Mountain People*, however, deserves a wide and thoughtful audience since the author's description of life among the Ik challenges all of mankind's cherished notions about the ***inherent*** goodness of human beings.

3 Certainly, the book challenges the ***assumption*** that children and parents must love one another. The Ik, who are painfully aware of every extra mouth to feed, do not ***regard*** their children with joy or even amusement. They know that children expect to be fed, and **this** is exactly what the Ik cannot or will not do. Children are a troublesome burden to their parents, and at the age of three, they are forced out of the home. Left alone to fend for themselves, the children form small independent groups that keep up a constant search for food; some children manage to ***survive*** this way, many do not.

4 Quite naturally children who have been ***treated*** in this fashion harbor no special love for their parents or grandparents, and Turnbull's book contains numerous examples of starving parents being turned away when they ***sought*** help in the homes of their grown-up children. The children maintain that they have to care for themselves and cannot possibly afford to nurse aged parents **who** can no longer feed themselves. The parents, apparently remembering their own ***attitude***, consider their children's behavior quite natural and go away without making any ridiculous demands for attention and affection.

5 Love, in general, whether it be between man and wife, parent and child, or sister and brother, seems to have disappeared from the life of the Ik. Men care little or nothing for their wives and value them only if **they** are able to provide food. The women share that practical attitude and quickly ***abandon*** a husband who can no longer provide food or money. Brothers and sisters do not protect and guard smaller members of the family; on the contrary, older siblings steal from the younger and take great delight in ***encouraging*** the younger children to hurt themselves. A small child who unthinkingly sticks his or her hand into a fire and howls in pain is a source of great amusement to the older children.

6 Sex does not interest the Ik any more than love although prostitution ***flourishes*** among the young girls. It is a means of getting food or gifts from neighboring tribesmen who are better off than the Ik. Sex is only interesting if it helps to provide food; otherwise, it requires too much energy.

7 The need to give or receive companionship is practically unheard of among the Ik, and both men and women prefer to be alone. Alone, they can gobble, without ***interference***, the food they have stolen or found, and they need not waste energy carrying on a conversation. Companionship usually encourages activities like talking and laughing, and, in general, the Ik are too tired to talk and have little to laugh about. Although Turnbull does ***cite*** examples of the Ik coming together to work on a common task, it is always ***evident*** that each member of the group expects to be paid for his or her contribution; services are not offered out of friendship.

8 Since the publication of *The Mountain People*, a play titled *The Ik* based on the book has been produced in England, France, and Germany. **It** was enormously successful, and audiences viewed the play with fascination and horror. *The Ik*, however, had little effect on the life of the people it described; the Ik who are still alive spend their days searching for food and fighting starvation.

A. What do the following refer to ?

1. it (para. 2) : _____
2. this (para. 3) : _____
3. who (para. 4) : _____
4. they (para. 5) : _____
5. It (para. 8) : _____

B. Mark the following statements True (T) or False (F).

T F 1. The Ik are an East African tribe that live in a national park.

T F 2. The Ik didn't need any agricultural skills 50 years ago.

T F 3. *The Mountain People* was widely sold because anthropology is a field that is of great interest to most readers.

T F 4. The Ik children stay with their parents until they are 3 years old.

T F 5. Not all the Ik children manage to survive while looking for food.

T F 6. Starving parents find it very normal to be turned away from their children's homes.

T F 7. Younger members of the family are protected and taken good care of by their elder brothers and sisters.

T F 8. The Ik like talking and having fun together even though they are always tired and hungry.

T F 9. The play *The Ik* changed the life of the tribe completely.

C. Answer the following question.

1. What does the sentence "... the author's description of life among the Ik challenges all of mankind's cherished notions about the inherent goodness of human beings." in para. 2 mean?

_____

_____

VOCABULARY PRACTICE :

The following words are italicized in the text. Fill in the gaps with ONE item only. Do not change the form. There are more words than you need.

seeking	**encouraging**	**treat**	**attitude**	**flourish**
interference	**cited**	**deprived of**	**inherent**	**abandoned**
assumption	**constant**	**survive**	**evident**	**regarded**

* The Ik seem at physical risk in their ancestral location from enemy raids and starving droughts, but if they are given the slightest chance and some understanding from the outside world, they may survive. However, like Turnbull, most people in the outside world mistook the society's weariness, mistrust, hunger, and fear as the (1)'_____ evil', and they disregard the fact that any society exposed to (2)_____ drought, famine, and intertribal warfare would feel in the same way.

* The government of Yoweri Museveni, Uganda's first democratically elected President is (3)_____ ways to stop the cross-border raiding among small tribes such as the Ik. The newspapers (4)_____ him as saying: "...the war has increased insecurity among the people. We'll do our best to make our country a safe place to live. We believe other countries in the region should take the same (5)_____ to put an end to this endless fight and to have peace."

* The Ofa, a tribe which was discovered by anthropologist Umberto Bucciarelli in 1983 in Patagonia, Argentina, are surprisingly similar to the Ik in many ways. Just like the Ik, the Ofa have to fight to (6)_____ since they have been (7)_____ their land and are forced to farm on infertile land given by the Argentinean Government. As a result, the Ofa are not able to nurse the old members of the tribe any longer. Love, affection and companionship have disappeared from their lives because each member has to fend for himself so he cannot take care of the others. Theft and prostitution (8)_____ due to hunger. Especially the younger and stronger members of the tribe steal from the weak — even their own parents. The children and the old are (9)_____ as a burden and are usually (10)_____ because they cannot go hunting or work on the farm to provide food for the tribe.

45 TIME AS A SOCIAL CONSTRUCTION

1 Most of us think of time as ***uniform*** and unchangeable. A minute is a minute no matter who you are or where you live. Time, though, is a human construction. Some units of time like days, months, and years parallel natural events such as the movement of the earth and moon. **Others**, however, are clearly arbitrary. Seconds, minutes and hours do not exist in nature.

2 Although time is measured in absolute units, it is not ***perceived*** the same way in all situations. Think of how time flies when you're on an enjoyable date but drags when you're in a boring class. The extra 5 minutes of sleep we desire after the alarm goes off in the morning is infinitely more valuable to us than 5 minutes stuck in traffic.

3 It would be a mistake to ***assume*** that all members of a large, complex society like ours share the same conceptions of time. Different regions have their own time rules. In some areas, people are described as "laid back"; in others, they're "fast-paced" or "always in a hurry."

4 Conceptions of time are also tied to occupation. Work life is often synonymous with the amount of time you spend on the job as well as the time you spend preparing for work, getting there, and getting back. Workdays are punctuated by time demands or deadlines. In addition, in most jobs people are paid by the hour. Time has thus become an economic commodity; something that can be exchanged for money, wasted, shared, or saved.

5 Norms concerning the definition and use of time ***vary*** from culture to culture. For instance, cultures differ in their orientations toward the future and the past. Phrases like "time heals all wounds" or "that's ancient history" are meaningful only within a culture that makes clear ***distinctions*** between the past and the future. To some people, such phrases would make neither linguistic nor cultural sense. In many Arab societies there are only three sets of time: no time at all, now (which varies in duration), and forever (too long).

6 Americans are acutely sensitive to time and timing. Our days often consist of a series of ***precisely*** scheduled episodes. Your classes meet at specific times of the day. Perhaps you live in a dormitory where meals are served only at certain times. If you work, you have "hours" that you must keep or risk losing your job.

7 An American ideal is to be punctual or "on time". So valued are the rules of punctuality that, if you ***violate*** them, you are required to provide an apology and an explanation. Although individual differences do exist, like the friend who is "always late," and situational differences arise, like arriving at a party "fashionably late," most of us believe that one should be on time if at all possible.

8 Other cultures place a very different value on punctuality. Terms like late, early, or on time are not universal. Psychologist Robert Levine studied time norms in Brazil. He noted that the time and punctuality conceptions of Brazilians are more ***flexible*** than **those** of Americans.

9 Such cultural differences in time are interesting. They tell us a great deal about the nature and values of a particular society. Brazilians tend to believe that a person who is consistently late is probably more successful than one who is consistently on time. Lack of punctuality is a badge of success.

10 People tend to build ideas of national character around the pace of a particular culture's way of life. We, Americans admire the Germans and the Swiss because of their ability to "make the trains run on time". We may characterize some Arab and South American cultures as "lazy" or "apathetic" because of their apparent ***disregard*** for timeliness. We see the Japanese as aggressive, partly because their pace of life is quicker than ours and because they are "ahead of us" in other measurable ways.

11 ***Appreciating*** such cultural differences in time sense becomes increasingly important as modern methods of communication put greater numbers of people in daily contact.

(based on the article by David Newman and Rebecca Smith)

A. What do the following refer to in the text?

1. others (para. 1) : other _____
2. those (para. 8) : _____

B. Find the words in the text which mean the following. Write only ONE word on each line, and do not change the form of the word.

1. moves very slowly (v.) (para. 2) : _____
2. highly, very (adv.) (para. 6) : _____

C. Answer the following questions.

1. What is the common belief that the writers of the text are arguing against?

   _____

   _____.

2. Write one example which shows how the same amount of time can be perceived differently by the same person.

   _____

   _____.

3. What are the three factors that determine the differences in time concept?

   a) _____

   b) _____

   c) _____.

4. Why is time considered a commodity?

   _____

   _____.

5. Why do phrases like "Time heals all wounds" or "That's ancient history" have no meaning in Arab societies?

   _____

   _____.

6. What do differences in time perception show us about a certain culture?

   _____

   _____.

7. What is the common characteristic of successful people in Brazil?

   _____

   _____.

8. Write down the four nationalities which are reported to be punctual.

   _____, _____, _____, _____.

VOCABULARY PRACTICE (Dictionary Work):

A. **The following words are italicized in the text. Use your dictionary and fill in the empty boxes.**

Word	Meaning	Forms	Example Use and Collocation
uniform (adj.)		uniformity (n.) uniformly (adv.)	
perceive (v.)	to see something or someone, or to become aware of something that is obvious		
assume (v.)			I **assumed that** they knew each other because they spoke informally, but I simply cannot **assume them to be** close friends.
vary (v.)		variation (n.)	Students in multinational classes see, understand, and respect different perspectives and communicate effectively with those whose lives, languages, and **cultures vary from** their own.
distinction (n.)	a difference between two similar things	distinctive (adj.) distinct (adj.)	
precisely (adv.)		precision (n.) precise (adj.)	
violate (v.)			Within the context of games, sports and competitions, cheating is **violating the rules** of a voluntary activity to obtain the goal or benefit of that activity.
flexible (adj.)	able to change or be changed easily according to the situation		
disregard (n.)		disregard (v.) (transitive)	
appreciate (v.)			Our tour of the city's magnificent ruins will help us **appreciate the different cultures** which occupied and ruled the region.

B. Now use these words or their forms to complete the following sentences.

1. Some people believe that _____ is necessary in order to secure equity because they think that diversity leads to unfairness.
2. Parents often _____ that just sending their children to school and looking at their report cards is enough. However, if they want to actively participate in the relationship between their child and his school, there are certain things to do to make this relationship positive and productive.
3. Time is conceptualized differently in different cultures. In a cross-cultural setting a lot of misunderstandings arise from the differences in how people _____ time.
4. Scientists have been studying the temperature _____ over the last 140 years to determine the causes of global warming.
5. Children can not see a sharp _____ between reality and fantasy at an early age.
6. The _____ effect that radiation has when it comes into contact with the environment in general, and the human body in particular, has been the subject of intense scientific investigation.
7. His act was a direct _____ of orders and in the eyes of the other soldiers, the effect was enormous.
8. Under the new right, parents of disabled children will be able to make requests to work _____ until their children reach the age of 18.
9. Many farmers, particularly the poor and less educated, tend to _____ safety procedures by using chemicals without protective clothing and by overusing chemicals that contaminate the water system.
10. Children rarely show any _____ for what their parents do for them.

46 MELTING POT OR SALAD BOWL

1 Some people describe American society as a salad bowl while others see it as a melting pot. In a sense both are correct depending upon one's point of view. This ethnic **multiplicity** is a result of the history of ***immigration***, which dates back to centuries ago.

2 In a bowl of freshly tossed salad, all the ingredients are mixed together. Yet, they never lose their shape, form or identity. Together, however, the ingredients make up a unity. From this point of view, America is very much like a salad bowl where ***individual*** ethnic groups blend together, yet maintain their cultural ***uniqueness***. The members of the different ethnic groups may work together during the day at similar jobs and in identical companies, but at night they may return to their ethnic communities, where the flavor of their individual culture ***dominates*** their way of life. This is why there is so much diversity within America. Each ethnic group has its own special interests, language, customs and ***traditions*** to protect. This idea of the salad bowl is referred to by sociologists as cultural pluralism. It simply means that American society is a collection of many cultures living side by side within one country.

3 The other concept which is used to describe American society is **that** of the melting pot. In this sense, the society is like a pot of stew. All of the ingredients mix together losing their ***identity*** and yield a bit of what they were in order to become a new reality. A pot of stew is very different from a bowl of salad. Within the stew, the meat and vegetables in the cooking process give each other a bit of their own flavor. In this sense, America can surely be seen as a melting pot, where people from all over the world come to live and work together forming one nation. In such a culture, there are dozens of shared symbols which serve to develop all of the ***various*** ethnic groups to create a larger ***unified*** culture. The flag, the national anthem, the Pledge of Allegiance all serve to break down the walls which ***isolate*** ethnic groups.

4 Whether a salad bowl or a melting pot, America can best be described as a mixture of both; that is to say, a nation where there is unity in ***diversity***.

A. Answer the following questions using the prompts given.

1. What is the **similarity** between the two concepts of America: 'a salad bowl' and 'a melting pot'?

   In both concepts, America is a country where _____

   _____

   _____.

2. What is the **difference** between the two concepts of America: 'a salad bowl' and 'a melting pot'?

   In the 'salad bowl' concept, America is a country where _____

   _____,

   whereas in the 'melting pot' concept, it is a country where _____

   _____.

3. Why do sociologists refer to a salad bowl as cultural pluralism?

   _____

   _____.

B. Mark the best choice.

1. **multiplicity** in para. 1 can be replaced by _____.

   a) uniqueness b) diversity c) identity d) culture

2. 'that' in para. 3 refers to _____.

   a) country b) culture c) collection d) concept

3. Which word in para.3 means *set apart, place alone*?

   a) serve b) create c) isolate d) yield

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Look them up in a dictionary and find the indicated forms.

Word	Forms
1. immigration (n.) (para. 1)	(n.) (v.)
2. individual (adj.) (para. 2)	(n.) (adv.)
3. uniqueness (n.) (para. 2)	(adj.) (adv.)
4. dominate (v.) (para. 2)	(adj.) (n.)
5. tradition (n.) (para. 2)	(adj.) (adv.)
6. identity (n.) (para. 3)	(v.)
7. various (adj.) (para. 3)	(n.) (adv.)
8. unified (adj.) (para. 3)	(n.) (v.)
9. isolate (v.) (para. 3)	(adj.) (n.)
10. diversity (n.) (para. 4)	(adj.) (adv.)

B. Now use the words or their forms from part A to complete the following text. Use each word only ONCE.

America has (1)_____ been referred to as a "melting pot". The term "melting pot" is used as it (2)_____ people into one group though they are from many different countries, races, and religions because they share the same hope to find freedom, new opportunities, and a better way of life

American history began with waves of (3)_____ bringing their own cultures to a vast new country. It is amazing that no other place in the world has such a (4)_____ population. It is this multiplicity that makes America what it is and creates the challenges it faces.

Today the trend is toward multiculturalism, not assimilation. The old "melting pot" metaphor is giving way to new metaphors such as "salad bowl" and "mosaic", a (5)_____ of ingredients that keep their individual characteristics. Immigrant populations within the United States are not forced to come under (6)_____. They are neither blended in one "pot" nor do they live in (7)_____. They are rather transforming American Society into a truly mosaic that includes several cultures.

The American mosaic is one of different cultures, each with (8)_____ characteristics and flavors. This multicultural mosaic does not create an (9)_____ crisis, though. (10)_____ often think of themselves not only as coming from a particular ethnic heritage, but also of being part of a geographical region. Understanding these regional characteristics and flavors is an excellent way to get to know Americans.

47 THE STOLEN GENERATION

1 When the **Welfare** officers came to take three-year-old Archie Roach from his tin-lined house in Framlingham in southeastern Australia, they told his mother they were escorting him to a picnic. His aunt tried to scare them off with a gun, but it wasn't loaded. Institutionalized in a Melbourne orphanage, young Archie was told his family had died in a fire. His minders tried to force his hair straight, breaking comb teeth in his frizzy curls. It was a vain attempt by whites to make an Aboriginal child more like themselves. It didn't work, and the combs weren't the only casualties.

2 Roach, now 45, is one of an estimated 100,000 Aborigines, living and dead, who make up Australia's so-called Stolen Generation. Under a government policy that ran from 1910 to, unbelievably, 1971, as many as 1 in 10 of all Aboriginal children were removed from their families in an effort to ***'civilize'*** them by assimilation into white society. Their story of ***suffering***, abuse, and lost identity—long Australia's dirty secret—is finally forcing itself out. **It** is an uncomfortable development for many Australians, especially at a moment when the country is basking happily in the spotlight of the recent Olympics. While a growing band of campaigners **lobbies** for an official government apology, John Howard, the conservative Prime Minister, has refused to apologize and most Australians support his ungenerous stand.

3 The policy of 'stealing' Aboriginal children, mostly those with some white blood, was ***devised*** in the early 1900s when eugenic theories were widely **touted**. In Australia, government administrators thought that by bringing mixed-blood Aborigines into the white world, the color could be "bred out of them" over a few generations. Meanwhile, the fully black population, regarded as irredeemably primitive, was expected to simply die out. The practice was not widely discussed until 1997, when an official inquiry found consistent patterns of physical and sexual ***abuse*** of the 'stolen' children, of ***exploitation*** in the labor market and of social dislocation that led many into alcoholism, violence and early death.

4 Since then, the outrage has mounted. Some 200,000 people marched across Sydney Harbor Bridge in May, 2000, —the largest political ***demonstration*** in the country's history— calling for reconciliation with Aborigines. In August, former Prime Minister Malcolm Fraser called for a national apology for the 'stolen generations'. Prime Minister Howard answered that modern Australians "shouldn't be required to accept guilt and blame for past actions". Last month, two Aborigines lost a court case in Darwin in which they ***sought*** compensation from the government for being ***removed*** from their families as children.

5 Roach, who was taken from his family because he had a white grandfather, knows what they went through. His foster parents ***treated*** him well, as an equal to their own three children. However, his life was shattered when Roach, 14, received a letter from his sister Myrtle, who had tracked him down through welfare agencies. Their mother, supposedly dead, had passed away the previous week. Furious that he'd been lied to for his whole life, Roach ran away from home and spent the next 14 years drinking, sleeping in parks, playing the guitar to earn enough for the next bottle. Finally, he dried out and began writing and singing songs, including his 1987 hit, *Took the Children Away*, which launched him on an upward musical career. However, he says, "I still feel the pain, every day. Sometimes it threatens to **engulf** me, but I'm not going to let it destroy me."

6 Howard, fearful that a formal apology would strengthen the case for ***compensation***, has issued only a statement of 'regret' for the Stolen Generation. Polls suggest that over half the population supports him. Many already **resent** existing welfare payments to the mostly impoverished Aborigines. "The government can't even say the word s-o-r-r-y," Roach says. "Most Aborigines I talk to just want a simple statement from the heart. If you hit someone, you don't say, 'I regret what I did'."

A. Answer the following questions in your own words.

1. Why did the Australian government administrators devise the stolen generation policy?

_____

_____.

2. What happened to most of the stolen children according to the official inquiry made in 1997?

_____

_____.

3. How did Myrtle find her stolen brother?

_____

_____.

4. Why is the Australian government afraid of a formal apology?

_____

_____.

B. Complete the following statements using the information in the text.

1. White people tried to straighten Roach's hair in order to _____

_____

2. 'Stolen Generation' is the name given to a group of about 100,000 Aborigines who a)_____ in order to b)_____

_____.

3. In May, 2000, thousands of people took part in a demonstration in Sydney so as to

_____

_____.

C. Mark the following statements True (T) or False (F).

T F 1. It can be inferred from the text that Roach's family didn't believe he was being taken on a picnic.

T F 2. His foster parents looked down on Roach and isolated him from their own children.

T F 3. More than half the population is against a formal apology.

D. Mark the best choice.

1. The last sentence of the first paragraph implies that _____.

a) people working in the orphanage look after the black children well
b) the Aborigines in the orphanage are forced to accept the white as they are
c) black children in the orphanage go through physical abuse
d) minders use weak combs, causing casualties among children

2. Which of the following verbs in the text has a meaning similar to *ask for* or to *demand*?

a) lobby b) tout c) engulf d) resent

3. According to para. 6, the Aborigines expect the government to_____ what they did.

a) pay money for b) be blamed for c) compensate for d) accept

VOCABULARY PRACTICE:

Complete the following passage with the italicized words from the text. The synonyms indicated underneath the blanks will help you to spot the words.

From the late nineteenth-century to the late 1960s, Australian governments (1)_____ part-Aboriginal children from their mothers, parents,
(took away, separated)
families and communities, often by force. They were taken because Federal and State Government (2)_____ a policy that forced Aboriginal children –
(created)
especially those of mixed Aboriginal and European descent – to be removed from their parents. Some of these children were taken at birth, some at two years of age, and some in their childhood years. They were sent either to special purpose institutions, or especially, to foster homes to be (3)_____. In some cases within the institutions and the foster homes,
(educated)
people (4)_____ the children well. In other cases, there were frequent
(behaved towards)
physical and sexual (5)_____, and more extreme forms of humiliation.
(mistreatment)
The (6)_____ of children in low grade domestic and farming work made
(unfair use)
them vulnerable to illnesses. Most grew up in a hostile environment without family ties or cultural identity. The first efforts to stop this (7)_____ came in 1995, when
(pain)
a national inquiry was set up. Its 1997 report found that forcible removal of indigenous children was a gross violation of human rights. The Report made 54 recommendations, including family tracing and reunion services, apology by governments and institutions concerned, and rehabilitation. The government increased some funding but has refused to apologize or offer (8)_____. People of the stolen generation have started legal actions to
(payment)
fight against the government. The cases have been hard fought, as government lawyers are arguing that removal of children was done for their own good. On 28 May, 2000 about a quarter of a million people (9)_____ resolution by taking part in a walk
(wanted)
across the Sydney Harbor Bridge in one of the largest public (10)_____.
(protests)
However, it did not help.

48 ABORIGINAL LAND CLAIMS

1 In 1992, North Americans celebrated 500 years of "discovery": Christopher Columbus' first voyage from the "old" world to the "new". Conventional history textbooks have tended to celebrate this as one of humanity's finest hours, but the aboriginal peoples of the Americas saw it very differently.

2 To aboriginal peoples, the New World was so old that it was the only world. "Turtle Island", as many called it, was a great piece of land supported on the back of a giant turtle. Every kind of society from nomadic hunting groups to settled farming communities flourished here.

3 The arrival of the Europeans changed this. The nations now known as Canada and the United States are the result of colonization, and unlike Asia and Africa, the colonizers never left. Aboriginal people have seen their lands and their peoples decimated, largely due to terrible diseases which caused their populations to decrease to less than a tenth of what they had been before contact.

4 Although colonialism broke the connection between many peoples and their traditional land, aboriginal people have struggled since contact with colonizers to keep their land and their distinctive ideas of land ownership, and have fought to preserve their culture. Today, you cannot pick up a newspaper without news of aboriginal peoples in North America seeking to gain their birthright back through land claims, and setting up protest marches. There is an important reason for this: for aboriginal peoples, the land was part of their identity as a people.

5 The right to identity also implies the further right to self-determination, since it is through self-determination that a people preserves their collective identity. Yet, the right of aboriginal people to pursue a traditional economy is disrupted or damaged when natural resources are exploited and abused on a large scale, such as by a hydro-electric project, a pipeline, or a strip mine. When aboriginal people assert their land rights, they include the resources beneath the soil, the trees and animals, the rivers, hills, coastal waters, ice and air. "Mother Earth", they maintain, incorporates all of these elements. Moreover, land, as they see it, is not a commodity to be bought and sold, but a responsibility of the community, which must be passed on to future generations.

6 It is sometimes suggested that, through the process of treaty-making, aboriginal people agreed to "yield up" the land they traditionally used and occupied, and to move to reserves in order to make room for expanding white settlements. Indeed, many aboriginal groups signed treaties with representatives of the British Crown in the late nineteenth and early twentieth centuries. However, the aboriginal view of the importance of treaties differs considerably from that of the Europeans who negotiated them. In treaty-making, the European objectives were to exercise complete control over the land and to make it safe for settlement and for the development of its resources. While Europeans considered the treaties as transfer of titles to the land, aboriginal nations perceived them merely to be agreements to share the land, as they did with the animals and other groups.

7 Despite major land claim agreements such as the James Bay and Northern Quebec Agreement, there continues to be a lack of commitment on the part of the government of Canada to settle the many claims of aboriginal people. With the natives spread across the country, each having its own individual specific claim, it is difficult for them to put enough pressure on governments to achieve positive and speedy action on any of the particular claims. Unless the federal government makes a strong commitment to settle all outstanding aboriginal land claims, the protests of aboriginal people will continue. Correcting historic injustices through the settlement of aboriginal land claims is vital for the well-being of all Canadians.

A. What do the following refer to in the text?

1. it (para. 1) : _____
2. it (para. 2) : _____
3. that (para. 6) : _____

B. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. decreased greatly (v.) (para. 3) : _____
2. keep (v.) (para. 4) : _____
3. claim, maintain (v.) (para. 5) : _____

C. Fill in each gap using the information in the text.

* For Aboriginals, land and (1)_____ are the means of preserving their collective identity.
* Aboriginals view land as a (2)_____ which should be left to younger generations.
* It was believed that by means of (3)_____ aboriginals would give up (4)_____ and (5)_____ the areas reserved for them in order make it possible for the white settlers to expand more.

D. Answer the following questions according to the text.

1. How do North American aboriginal peoples try to get back what belongs to them?

   _____

   _____.

2. Why do aboriginal people believe they still have rights on the land?

   _____

   _____.

3. How might a hydro-electric project damage aboriginal people's economic rights?

   _____

   _____.

4. Why did the aboriginals agree to sign a treaty with the Europeans?

   _____

   _____.

5. Write **ONE** reason why it is hard for the aboriginal peoples in Canada to make the government do what they want.

   _____

   _____.

6. What does the writer suggest that the Canadian government should do?

   _____

   _____.

VOCABULARY PRACTICE:

A. **Each sentence in column A ends with a noun. Read the beginning of each sentence, from column B find the noun that logically completes it and write it on the line provided. For some sentences there may be more than one answer.**

A	B
1. Remnin University of China has overall advantages in the humanities, social sciences and the science of management with its **distinctive** _____	**region.**
2. In their interactions with the media, politicians try to dominate media content to **pursue** their _____	**measures.**
3. In some societies women are not equal to men and thus as individuals they fail to **assert** their **basic**_____	**business.**
4. To get over the traffic problem in the city center they suggested **incorporating new** _____	**threats.**
5. Archaeological evidence suggests that for thousands of years the ancestors of the Kanomiku tribe **occupied** the _____	**features.**
6. Business loan is one of the most popular and easiest ways to get the funds one needs to start up or **expand** _____	**popularity.**
7. To decide on a reasonable increase in wages, the government said it is ready to **negotiate with** the _____	**goals.**
8. Dominant world powers always resort to military options when they **perceive** a _____	**strike.**
9. The government has decided to take action to **settle** the **public-service** _____	**needs.**
10. Some youngsters use bullying as a way of trying to **achieve** _____	**unions.**

B. Now write new combinations using the words in column A.

1. distinctive _____, _____, _____.
2. pursue _____, _____, _____.
3. assert _____, _____, _____.
4. incorporate _____, _____, _____.
5. occupy _____, _____, _____.
6. expand _____, _____, _____.
7. negotiate with _____, _____, _____.
8. perceive _____, _____, _____.
9. settle _____, _____, _____.
10. achieve _____, _____, _____.

49 ETHNIC BOUNDARY MARKERS

1 Every ethnic group has a way of determining or expressing membership. Overt factors used to ***demonstrate*** or denote group membership are called ethnic boundary markers. Ethnic boundary markers are important not only to ***identify*** the members to one another, but also to demonstrate identity to and distinctiveness from nonmembers. Because they serve to distinguish members from all other groups, a single boundary marker seldom is sufficient. A marker that might distinguish one ethnic group from a second group may not distinguish **it** from still another group. Thus, combinations of markers commonly are used. Differences in language, religion, physical appearance, or particular cultural traits ***serve*** as ethnic boundary markers.

2 Language frequently serves as an ethnic boundary marker. The native language of an individual is the ***primary*** indicator of ethnic group identity in many areas of the world. In the south-western United States, Hopi and Navajo members are readily distinguished by their language alone. However, just because two populations share a common language does not mean they share a common identity, any more than the fact that two populations speak different languages means that they have two **distinct** identities. For example, the Serbs and Croats of what was Yugoslavia speak Serbo-Croatian. They are, however, ***distinct*** and historically antagonistic ethnic groups. **Conversely,** a person may be Irish and speak either Gaelic or English as his or her native language. The German government **grants** automatic citizenship to all ethnic German refugees from Eastern Europe. A difficulty in assimilating these refugees is that many speak only Polish or Russian. Thus, one does not have to speak German to be an ethnic German.

3 Like language, religion may serve as an ethnic boundary marker. The major world religions such as Christianity, Islam, and Buddhism include numerous distinct ethnic groups, so that religious **affiliation** does not always indicate ethnic affiliation. But in many cases, religion and ethnic group more or less ***correspond***. The Jews may be categorized as either a religious or an ethnic group. Similarly, the Sikhs in India ***constitute*** both a religious and an ethnic group. In still other situations, religious differences may be the most important marker of ethnic identity. As we mentioned earlier, the Serbs and Croats speak the same language; the most important distinction between these two groups is that the Serbs are Eastern Orthodox and the Croats are Catholic. Conversely, the Chinese ethnic identity **transcends** religious differences; a person is still Chinese whether he or she is a Muslim, Christian, Taoist, Buddhist, or Marxist atheist.

4 Physical characteristics, or phenotypes, can also (at times) indicate ethnic identity. It is impossible to identify Germans, Dutch, Danes, and other northern European ethnic groups by their physical characteristics. A similar situation is found in those regions of the world in which populations have been in long association with one another. Thus, physical characteristics do not distinguish a Zulu from a Swazi, a Chinese from a Korean, or a Choctaw from a Chickasaw Indian. However, with the ***massive*** movements of people, particularly over the past few hundred years, physical characteristics have increasingly ***emerged*** as a marker of ethnic identity. Members of the three major ethnic groups in Malaysia—Malays, East Indians, and Chinese—are readily distinguishable by their physical appearance. The ***significance*** or lack of significance of physical characteristics in ethnic identity may also ***vary*** with the level of ethnic identity. The American identity includes almost the full range of human physical types. However, at a lower level of identity—Euro-American, African-American, and Native American—physical characteristics do serve as one marker of ethnic identity. Yet within these groups, physical characteristics alone cannot be the only marker. Some Native Americans physically appear to be Euro-Americans or African-Americans, and some African-Americans would be identified as Euro-Americans or Native Americans on the basis of physical appearance alone.

5 A wide variety of cultural traits like clothing, house types, personal adornment, food, technology, economic activities, or general lifestyle may also serve as ethnic boundary markers. Over the past 100 years, a rapid homogenization of world material culture, food habits, and technology has erased many of the more overt cultural markers. Today, you do not have to be Mexican to enjoy tacos, Italian to eat pizza, or Japanese to have sushi for lunch. Similarly, you can dine on hamburgers, the all-American food, in Japan, Oman, Russia, Mexico, and most other countries. Cultural traits remain, however, the most important, ***diverse***, and complex category of ethnic boundary markers. For the sake of brevity, we will limit our discussion to one trait—clothing. Clothing styles have historically served as the most overt single ***indicator*** of ethnic identity. In the not-too-distant past, almost every ethnic group had its own unique style of dress, or ethnic clothes. Even today, a Scottish-American who wants to **overtly** indicate his ethnic identity wears a kilt, and a German-American may wear his lederhosen. Similarly, on special occasions, Native Americans wear "Indian clothes" decorated with beadwork and ribbon work. These are not everyday clothing, and they are worn only in social situations in which people want to ***emphasize*** their ethnic identity. In many regions of the world, however, ethnic clothes are still worn every day. In highland Guatemala, clothing, particularly women's clothing, serves to readily identify the ethnic affiliation of the wearer. Guatemalan clothing styles actually indicate two levels of ethnic ***identity***. If a woman wears a huipil, a loose-fitting blouse that slips over the head, she is a Native American. Non-Native American women, called Ladinas, dress in Western-style clothes. The style, colors, and designs on the huipil further identify the particular Native American ethnic group the woman is from: Nahuala, Chichicastenango, Solola, or one of the other hundred or so Native American groups in highland Guatemala.

A. What does the following refer to?

1. it (para. 1) : _____

B. The following words are bold faced in the text. Match them with their definitions. Put the letters on the lines provided. There are more definitions than you need.

____ 1. distinct (adj.) (para. 2)	a)	be more important than
____ 2. conversely (adv.) (para. 2)	b)	importance
____ 3. grant (v.) (para. 2)	c)	on the contrary
____ 4. affiliation (n.) (para. 3)	d)	dissimilar, different
____ 5. transcend (v.) (para. 3)	e)	allow, permit
____ 6. overtly (adv.) (para. 5)	f)	on the other hand
	g)	clearly, obviously
	h)	connection, link

C. Answer the following questions according to the text.

1. Write two reasons why ethnic boundary markers are important.

   a) _____.

   b) _____.

2. According to the writer, what makes physical characteristics an important marker of ethnic identity?

   _____

   _____.

3. What has caused the disappearance of some cultural markers?

_____

_____.

D. Mark the best choice.

1. Which of the following markers does the writer consider the most important?

   a) language c) physical appearance

   b) religion d) cultural traits

2. Which of the following is **FALSE** according to the text?

   a) Speaking different languages alone is not an indicator of ethnic identity.
   b) Sikhs are categorized as an ethnic group because of their language.
   c) What makes Serbs and Croats ethnically different is their religion.
   d) In certain cultures, clothes may indicate more than one ethnic level of identity.

VOCABULARY PRACTICE:

A. The following are the most frequently used words in the text. Look through the text and find the words they appear with and write them on the lines provided. Then add two extra words that they go with.

1. **Ethnic** group (n.)

_____
_____
_____
_____
_____
_____

2. **Identify** members (n.)

_____
_____
_____
_____
_____
_____

3. (v.) Demonstrate **identity**

_____
_____
_____
_____
_____
_____

4. **Distinct** groups (n.)

_____
_____
_____
_____
_____
_____

5. **Serve to** (v.) distinguish members

_____
_____
_____
_____
_____
_____

6. **Serve as** (n.) a boundary marker

_____
_____
_____
_____
_____
_____

B. **The following words are italicized in the text. Complete the following paragraphs with the words from the box. Do not change their forms. There are more words than you need.**

serves	**identifying**	**massive**	**distinct**	**correspond**
indicators	**emerge**	**constitutes**	**diverse**	**significance**
demonstrate	**emphasizes**	**primary**	**identity**	**vary**

* There has been a remarkable increase in the number of hi-tech products over the past two years. It appears that this increase especially (1)_____ to boost Chinese exports. It is estimated that Chinese exports of hi-tech products will reach $30 billion next year, and this (2)_____ 15 percent of total exports worldwide. These numbers (3)_____ that Chinese products will be invading world markets. The (4)_____ reason for the growing popularity of Chinese hi-tech products is that they are low-priced compared to Japanese or American ones.

* You don't need to know anything about birds to enjoy watching them. (5)_____ birds might seem tricky, but there are plenty of clues to help you recognize them. Some birds are (6)_____ enough, but some can be difficult to spot. The major (7)_____ are their size, shape, color, and sound. The shape of the beak, legs and feet, time of the year, and behavior may give more clues to the bird's lifestyle and to its true (8)_____.

* Birds are important for ecosystems. The results of *Seabird 2000*, the latest review of seabird numbers around the British Isles, underline the international (9)_____ of seabirds for wildlife. "Birds Directive," the most important legislation ever formulated for the protection of birds in Europe, (10)_____ the protection, management, and control of all naturally occurring birds, their eggs, nests, and habitat within all EU member states.

50 THE CULTURE WAR

1 By the 1990s, conflict over the content of television programs, the visual arts, school curriculum, books and magazines, films, and even computer networks could be seen as a culture war. The culture war is a struggle over national identity, defining what America has been, what it is today, and what it will be in the future. The conflict is about values. Such cultural conflict often occurs when a society is experiencing rapid changes concerning the issues of free expression, art and religion in uncertain times.

2 America's population is diverse. People from almost all the nations all over the world live in America. Therefore, its people possess different ideas concerning authority, the meaning of truth, the limits of free expression, and the nature of community. The culture war affects the lives of all Americans. It involves nearly every part of American life, especially the mass media. In selecting what stories to cover, what music to play, what films to produce and distribute, what art to sponsor and display, and what books to publish, the mass media define what is important and what issues are worthy of public consideration. The person and groups who make these decisions have enormous cultural and political power. Controlling and influencing the mass media is, therefore, a central feature of the culture war.

3 Conservatives generally believe that the media are unfairly biased against traditional values. They claim that the prejudice that the mass media have against conservatives has negative effects. They maintain that the mass media often censor **their products** like their books, films, and other forms of expression, by ignoring or ridiculing them. For example, they claim that subjects such as religion are often portrayed in the worst possible light. Conservatives hold the media accountable for not only the content of programs but also the products that have sprung up across the nation. Therefore, they have developed many strategies to influence the mass media. First, they formed grass-roots organizations, the majority of whose members are ordinary people, in order to criticize the media organizations and their products. **These** include Parents' Music Resource Center and the American Family Association, among many others. Second, in the early 1990s, religious evangelicals started to operate 1,300 radio stations, 200 television stations, three television networks, 80 publishing houses, over 6,000 independent bookstores, and a number of independent movie studios. Third, conservatives have threatened local theaters, bookstores and sponsors of television programs with consumer boycotts in an attempt to discourage **them** from offending the customers by their performances, publications and broadcasts.

4 On the other side of the culture war, liberals and media decision-makers have argued that all forms of entertainment are driven by market forces. They claim that it is the consumers who determine the content of popular culture. As writer Katha Pollitt argues, "People like pop culture—that's what makes it popular. Movies drenched in sex and violence are not some sort of alien interstellar dust malevolently drifting down on us, but products actively sought out and beloved by millions." Liberals have defended the content of the mass media. Author John Edgar Wideman asked, "Which is more threatening to America—the never-ending violence, sexism, and inconceivable racism of the white especially against the black depicted in movies and records, or the stark reality these movies and music reflect?" Moreover, Wideman relied on the value of freedom of expression and he added, "we can't have the best art unless we agree to live with the rest, i.e. the second rate and 15th rate rubbish which is claimed to be art and fortunately which eventually disappears because its worthlessness teaches us not to buy or listen to them."

5 A recent opinion poll discovered that the concern of many people was the amount of sex and violence depicted in movies, television shows, and popular music. This poll also discovered, however, that most people thought that individuals should take responsibility to correct the problems. The vast majority favored tighter parental supervision, awareness raising in children, warning labels on records, and voluntary self-restraint by entertainment companies as solutions. Only 27 percent favored government censorship. At the same time, there was growing concern about the impact of television on children. Research has shown that by the time Americans reach the age of 18, they have spent more time watching television than in school. The problem, according to Newton Minnow, was, "our television system is a business attuned to the marketplace. Children are treated as a market to be sold to advertisers at so many dollars per thousand eyeballs."

A. What do the following refer to?

1. their products (para. 3) : the products of _____
2. These (para. 3) : _____
3. them (para. 3) : _____

B. Find the words that mean the following in the text. Write only ONE word on each line, and do not change the form of the word.

1. important (adj.) (para. 2) : _____
2. responsible (adj.) (para. 3) : _____
3. impossible to imagine or think of (adj.) (para.4) : _____

C. Fill in each gap using the information in the text.

* People come to America from various nations from all over the world. Naturally people's perceptions regarding (1)_____ _____ are not quite the same. The effects of the culture war can be seen in the (2a)_____ particularly in (2b)_____ _____ which determine what issues are important and whether they are (3)_____.

* The results of a recent survey showed that people believed problems could be solved if (4)_____ and except for a small group, around 30%, the majority did not support (5)_____.

D. Answer the following questions in your own words.

1. Considering the culture war as a struggle over national identity, what causes the cultural conflict about values?

_____

_____.

2. According to liberals and people directing the media, what is the role of consumers in entertainment industry?

_____

_____.

3. According to Wideman, when does second rate art eventually disappear?

_____

_____.

4. According to para. 5, what were the solutions preferred by most people to control the amount of sex and violence shown in movies, TV shows, and popular music?

_____

_____.

51 CULTURE AND FIELDWORK

1 Culture is learned. At the moment of birth, the human being lacks a culture — a system of beliefs, knowledge, patterns of customary behavior. However, from that moment until we die, each of us participates in a kind of universal schooling that teaches us our native culture. Laughing and smiling are genetic responses, but the infant soon learns when to smile, when to laugh, and even how to laugh. Crying is an inborn behavior, but every infant soon learns the rules for crying in a particular culture.

2 During the first few years of life, cultural learning proceeds at an intense and rapid rate. Informally, without thinking about it, children in every society learn their native language, kinship terms, family structure, how and when to eat, etiquette for everyday life, what goals are worth achieving, and hundreds of other things. Culture is a kind of social heredity that is passed on from one generation to the next and acquired through learning.

3 The customs we **acquire** as members of a society have a remarkable effect on us. Though we find them difficult to learn, with practice we conform, and eventually, we come to feel that these customs are right and natural. In time, the explicit rules for customary behavior fade from awareness. Most people are not conscious of the culture that guides their behavior. Conformity is effortless; it feels comfortable and secure. For example, each of us speaks a native language fluently, yet we are usually unable to state the rules of its grammar. Similarly, people abide by the rest of their culture with confidence, yet they lack knowledge of its structure. We say then that culture has a tacit, taken-for-granted quality.

4 It is no accident that anthropologists, interested in understanding culture, have sought out groups with very different life-styles. They have purposely chosen to study in these natural laboratories, because they realize that conformity to their own culture acts as a blinder to the study of its patterns. Even the nonconformist rejects little — perhaps a few words, the **prevalent** style of clothing, the length of hair, or the spending patterns. However, when compared with members of non-Western cultures, it is evident that even the most blatant nonconformist thinks, talks, and acts according to the cultural rules of Western societies. Furthermore, those who **withdraw** from cultural mainstream in an attempt to achieve a radically different life-style only create a new kind of conformity within their special groups.

5 When people learn about another culture's way of life, its practices seem strange, curious, even bizarre. It is only as we take on the native's point of view and enter into another culture that we begin to make sense of what once appeared strange. Misunderstanding is an inevitable consequence of cultural differences, and leads to bewilderment, anxiety, and sometimes despair—a condition called culture shock. However, this shock of recognition can also produce **insight** into a universal phenomenon—conformity to culture. As anthropologists increase their study of complex societies, they should be reminded of the lessons they learned by studying cultures that differ radically from their own.

6 To understand and describe an alien culture, anthropologists engage in fieldwork. Because culture is so all-inclusive, because it involves every area of life, anthropologists seek to **immerse** themselves in the culture they want to study. Fieldwork means living with people, eating their food, learning their language, listening to gossip, watching them discipline children, and seeing them work in traditional occupations. The researchers make observations, record interviews, and chart **genealogies**. All these activities can be done with detachment and scientific objectivity — but a gap will remain in the researchers' data. Anthropologists identify with, participate in, and imaginatively enter into the lives of those studied. In this way, anthropologists themselves become a kind of research instrument so as to achieve an understanding of experience from the natives' point of view, to see life from the perspective of another culture. The essence of fieldwork is immersion in an alien way of life, as insider yet outsider, as stranger yet friend.

7 Anthropologists **employ** many strategies during field research to understand another culture better, but all strategies and all research ultimately rest on the cooperation of informants. An informant is neither a subject in a scientific experiment nor a respondent who answers the investigator's questions. An informant is a teacher who has a special kind of pupil—a professional anthropologist. In this unique relationship, a transformation occurs in the anthropologist's understanding of an alien culture. It is the informant who transforms the anthropologist from a tourist into an ethnographer. The informant may be a child who explains how to play hopscotch, a cocktail waitress who teaches the anthropologist to serve drinks and to encourage customers to leave tips, an elderly man who teaches the anthropologist to build an igloo, or a grandmother who explains the intricacies of Zapotec kinship. Almost any individual who has acquired a repertoire of cultural behavior can become an informant.

8 As fieldwork requires involvement in the lives of people, and as it depends on intimate personal relationships, it always raises important ethical issues. Informants often **confide** personal matters to the anthropologist. Moreover, the anthropologist may acquire information that could bring harm to those studied if outsiders learned of it. What is the anthropologist's responsibility to informants? How much should the anthropologist tell the people about the purposes of the study? What if the anthropologist discovers illegal activities? What if military authorities ask the anthropologist for information about population size or political leadership in the village? When publishing reports, should the anthropologist keep the name of the village and the names of informants **anonymous**? These are only some of the ethical issues involved in carrying out a fieldwork project.

A. The following words are boldfaced in the text. Match them with their meanings. Put the letters on the lines provided.

____ 1. acquire (v.) (para. 3)	a)	very common and popular
____ 2. prevalent (adj.) (para. 4)	b)	a clear and deep understanding of a situation
____ 3. withdraw (v.) (para. 4)	c)	not revealed, not made public
____ 4. insight (n.) (para. 5)	d)	obtain, get
____ 5. immerse (v.) (para. 6)	e)	family tree
____ 6. genealogy (n.) (para. 6)	f)	move back and keep away
____ 7. employ (v.) (para. 7)	g)	tell a secret to someone whom you trust not to tell
____ 8. confide (v.) (para. 8)	h)	become completely involved in something
____ 9. anonymous (adj.) (para. 8)	i)	use

B. Mark the following statements True (T) or False (F).

T F 1. Throughout their whole lives, people are aware of the culture that determines the way they behave.

T F 2. Anthropologists prefer to study different cultures because they know that their conformity to their own culture prevents them from understanding its patterns.

T F 3. Most nonconformists eventually manage to avoid conformity within their own community.

T F 4. In order to become an informant, one must know and be able to explain all the intricacies of patterns of his/her society in detail.

T F 5. It can be inferred from the text that the anthropologist is not responsible for keeping the information he acquired from the informant.

C. Answer the following questions.

1. What is the definition of culture shock?

_____

_____.

2. What is the purpose of fieldwork in anthropology?

_____

_____.

3. How does an anthropologist turn into a kind of research instrument while engaged in fieldwork?

_____

_____

4. What is the relationship between an anthropologist and his/her informant?

_____

_____.

EDUCATION

52 CO-EDUCATION: A HIGH PRICE TO PAY

1 Co-education used to be considered equally beneficial for both boys and girls until recent research. The dangers of single-sex education for boys were often stated, and there was an assumption that girls benefited from co-education in the same way. However, recent research tells us that this assumption is wrong. Girls studying in co-educational schools can, it seems, pay a high price in diminished career ambitions, poor self-confidence and under-achievement in academically difficult subjects such as science and mathematics.

2 Girls' schools are working hard to compete with the independent boys' schools that are currently increasing their intake of female students. Marborough, the pioneer, has increased its number of girls and begun admitting them at 13. The battle for girl pupils is growing fiercer all the time. Averil Burgess, head teacher of South Hampstead High School, believes parents need to consider the effect of mixed classroom learning on reinforcing gender 'stereotypes'. She believes that in the halfway house type of co-education favored by independent boys' schools, men become 'macho' and girls are forced to be silent and passive. This is inevitable, she says, when the school is still run by the male-dominated senior teachers with little insight into gender education issues. She points to a study by Professor Hoyle of London University showing how boys were allowed to jump the queue to gain access to limited computer facilities. As a result, girls' choice of computing career suffers.

3 Since the mid-1980s, when both men's and women's colleges started to admit members of the opposite sex, 16.1 per cent of men have gained firsts, while only 9.8 per cent of women won firsts. Averil Burgess argues: "Maybe the girls fall too readily into the sock-washing and meal-providing mode for the benefit of male colleagues and to the detriment of their work. At least a single sex institution offers the freedom not to behave as a woman."

4 No one is suggesting that boys should be restricted to single-sex education; co-education is here to stay. However, boys' schools with a minority of girls should take care to protect them from social domination by the boys. Parents should consider a single-sex school as a first option for their daughters even if they choose co-education for their sons. Maybe the implicit contradiction in that statement will only be resolved when girls' schools admit boys on gender-aware terms.

(from *The Observer*)

A. Fill in each gap using the information in the text.

* In the past, co-education was said to be as (1)_____ as for boys. However, recent research has shown that girls at co-education schools have low (2a)_____ and (2b)_____. Moreover, they are not very good at (3)_____.

* Averil Burges claims that (4)_____ reinforces (5)_____. In other words, independent boys' schools encourage boys to (6a)_____ while they make girls (6b)_____. This is due to the fact that (7)_____ who have (8)_____ are in charge of running these schools.

* Burgess argues that girls studying at mixed schools easily adopt their traditional roles. In an independent girls' school, on the other hand, a female student would have (9)_____.

* The solution is not to (10)_____ but to (11)_____ at schools where female students are fewer in number.

B. Mark the following statements True (T) or False (F).

T F 1. Independent girls' and boys' schools are competing against each other in admitting female students.

T F 2. Professor Hoyle's study does not confirm what Averil suggests regarding the unfair treatment to girls in mixed schools.

T F 3. The number of female firsts in mixed schools is far smaller than that of male firsts.

T F 4. The writer implies that parents should never send their daughters to mixed schools.

VOCABULARY PRACTICE:

A. Each sentence in column A ends with a noun or a noun phrase. Read the beginning of each sentence, from column B find the noun or phrase that logically completes it and write it on the line provided. For some sentences there may be more than one answer.

A	B
1. Habitat degradation is one of the causes of the extinction of a species unable to compete effectively for the **diminished** _____ _____	**consequences.**
2. During the recession period, most British stores had to decrease the prices in order to **compete with** their _____	**information.**
3. Considering the high number of people killed in traffic accidents, the only long term effective means of reducing the accident rate seems to **reinforce** _____	**knowledge.**
4. Some Greenpeace volunteers protested genetically-modified foods in an attempt to prevent the irreversible and **inevitable** _____ _____	**limited range of medical services.**
5. As teachers begin working with the curriculum units, they expand their repertoire of instructional strategies and **gain** deeper **insight into** the _____	**resources.**
6. In connection with their work that requires research, it is essential for students to **have access to** _____	**dismissal.**
7. In Britain, only about 11% of the population has private insurance and coverage **is restricted to** a _____	**awareness.**
8. Some left-wing supporters argue that employees must be given the right to belong to a union so that when they go on a strike they **are protected from** _____	**dispute.**
9. English teachers regularly impart a great deal of knowledge about language to their pupils and encourage them to share their **implicit** _____	**French counter-parts.**
10. In the US, when there is a problem between a consumer and a manufacturer, a mediator helps the parties to **resolve** the _____ _____	**students' conceptual development.**

B. Now write new combinations using the words in column A.

1. diminish _____, _____, _____.
2. compete with _____, _____, _____.
3. reinforce _____, _____, _____.
4. inevitable _____, _____, _____.
5. gain insight into _____, _____, _____.
6. have access to _____, _____, _____.
7. be restricted to _____, _____, _____.
8. be protected from _____, _____, _____.
9. implicit _____, _____, _____.
10. resolve _____, _____, _____.

53 THE TEENAGE TEACHERS

1 The best way to learn is to teach. This is the message emerging from experiments in several schools in which teenage pupils who have problems at school themselves are tutoring younger children with ***remarkable*** results for both sides.

2 According to a study conducted in the USA, pupil-tutoring wins 'hands down' over computerized instruction and American teachers say that no other recent innovation has proved so ***consistently*** successful. Now the idea is spreading in Britain. Throughout this term, a group of 14-year-olds at Trinity Comprehensive have been spending an hour a week helping children at a nearby primary school with their reading. The younger children read aloud to their tutors, who are supervised by university students of education, and then play word games with them. All the 14-year-olds have some of their own lessons in a special unit for children who have difficulties at school. Although their intelligence is around average, most of these teenagers have fallen behind on reading, writing and math, and in some cases, **this** has led to bad behavior in class or truancy, which is not ***attending*** class.

3 Jean Bond, who is running the special unit from Warwick University's education department, says that the main ***benefit*** of tutoring is that it helps build up the adolescents' self-esteem. "The younger children come rushing up every time and welcome them. It makes the tutors feel important, whereas, in normal school lessons, they often feel ***inadequate***. Everyone benefits. The older children need practice in reading, but if they had to do it in their own classes, they would say it was kids' stuff and they get embarrassed whenever they have to do it. The younger children get individual attention from very patient people. The tutors are struggling at school themselves so, when the younger ones can't learn, they know exactly why."

4 The tutors agree. "When I was little, I used to say I couldn't do things when I really could," says Mark Greger. "The boy I've been teaching does the same. When he says he can't read a page of his book, I tell him that if he **does it**, we can play a game. That works."

5 The younger children speak warmly of their new teachers. "He doesn't shout like other teachers,' says eight-year-old Jenny of her tutor, Cliff McFarlane, who, among his own teachers, has a reputation for being a problem student. Yet, Cliff sees himself as a tough teacher. "If they get a word wrong," he says, "I keep them at it until they get it right."

6 Jean Bond, who describes pupil tutoring as an 'educational conjuring trick', has run two previous experiments. In one, six ***persistent*** truants, aged 15 upwards, tutored 12 slow-learning infants in reading and math. None of the six played truant from any of the tutoring sessions. "The degree of concentration **they** showed while working with their tutees was remarkable for pupils who had previously shown little ability to ***concentrate*** on anything related to school work for any period of time," says Bond. The tutors have become 'reliable, conscientious and caring individuals'. Their own reading, previously mechanical and monotonous, has become far more expressive as a result of reading stories aloud to infants. Their view of education, which they had previously dismissed as 'a waste of time', has been ***transformed***. The tutors have become more sympathetic to their own teachers' difficulties because they are ***frustrated*** themselves when the tutees behave in a silly way. What's more, they have firmly ***resolved*** to help their own children read and write because, as one of them puts it, "if they go for a job and they can't read or write properly, they're not going to be employed, are they?"

7 In the seven weeks of the experiment, concludes Bond, "these pupils received more recognition, reward and feelings of worth than they had previously experienced in many years of formal schooling." The infants, according to their own teachers, showed measurable gains in reading skills by the end of the scheme.

(from an article in the *Sunday Times* by Peter Wilby)

A. What do the following refer to?

1. this (para. 2) : the fact that _____
2. does it (para. 4) : _____
3. they (para. 6) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. something newly invented (n.) (para. 2) : _____
2. made a decision with determination (v.) (para. 6) : _____

C. Fill in each gap using the information in the text.

* Experiments done in several schools convey the message that (1)_____. These experiments have proved to be beneficial both for small children that can't read properly and for (2a)_____ who (2b)_____.

* In Britain, this semester, (3)_____ _____ are tutoring under the supervision of university students.

* According to Jean Bond, tutoring improves young people's (4a)_____ _____. Teenagers who feel (4b)_____ _____ in their own classrooms begin to regard themselves as (4c)_____. These teenagers are also embarrassed about reading in their own classes thinking that (5)_____ _____; therefore, they benefit from these tutoring sessions as much as primary school kids do.

* Mark Greger says that the child he is tutoring also (6)_____ _____ —just like Mark himself did when he was a child.

* One of the experiments that Bond conducted showed that the teenagers have turned into (7)_____ people after they started tutoring small children. Tutoring has also benefited their (8)_____ _____ because they (9)_____ _____.

* These adolescent tutors used to think that their education was (10)_____ _____. They also weren't aware of (11)_____ _____.However, after tutoring small kids, they have begun to sympathize with them.

D. Answer the following question.

1. Why do you think younger children speak warmly of their new teachers?

_____

_____.

VOCABULARY PRACTICE:

The following words are italicized in the text. Complete the text with the words from the box. Do not change their forms. Use each word only ONCE.

transform	**consistently**	**attend**	**benefit**	**concentrate**
persistent	**frustrated**	**inadequate**	**resolve**	**remarkable**

Teaching teenagers can be a stressful experience. They tend to be more unpredictable than other age groups. They often don't want to (1)_____ school and when they are present in the class, they may make their teacher feel (2)_____ because they have less motivation, and (3)_____ 'world' awareness. However, with some effort a teacher can (4)_____ these indifferent and unmotivated students to the liveliest students one will ever teach. Firstly, the teacher should create a friendly learning atmosphere where each student has a chance to (5)_____ on their work. Research has shown that students make (6)_____ progress if learning, especially language learning, takes place in a friendly environment. Secondly, s/he should try to (7)_____ problems before they occur in the first place. To prevent any disputes, s/he should treat students (8)_____ and fairly and, if necessary, follow the disciplinary procedure for the (9)_____ troublemakers. Moreover, s/he should treat them like adults as this is often how teens wish to be perceived. It is also important to highlight their good work. The (10)_____ of praising the positive things in students is that it gives them the confidence and motivation to try more challenging tasks.

54 WHO NEEDS A DEGREE?

1 In the closely-connected literary circles of the metropolis, people don't ask you which university you went to. They want to know how they could have possibly missed you at Oxford or Cambridge. Like 93% of the adult population, I did not go to any university at all, and **this** has become faintly embarrassing since I accepted the honour of being a ***judge*** for this year's Booker Prize. Certain colleagues are disappointed when they discover I have no dreaming spires in my CV. While my contemporaries were frolicking in the groves of the Academy, unfortunately, I was playing a nurse in a soap opera and carrying a spear at the National Theatre.

2 However, I am in excellent company. My fellow graduates of the University of Life include not only entrepreneurial wizards such as Alan Sugar of Amstrad, but also politicians such as John Major and James Callaghan. In the literary field, P.D. James, the thinking person's crime novelist, best-selling romancer Jilly Cooper, and playwright Tom Stoppard have ***achieved*** eminence without university degrees.

3 The fact is, although universities are wonderful places, putting yourself through one of them is no guarantee of brilliance. Many people who have engineered their own education actually believe that they would have been less successful if they had slapped a three-year preservation order on their adolescence and gone to university.

4 The novelist Lisa St Aubin de Teran was too busy roaming and picking up three foreign languages in her youth to fit in going to Cambridge, as she had ***originally*** planned. 'I probably learned more, leading the life I did,' she says.

5 Instead of swotting for hours, de Teran was managing a sugar plantation on a remote hacienda in the Venezuelan Andes contentedly. 'When I was younger, I did regret not going to university,' she admits. 'It seemed such an easy way to spend three years. However, I was 25 when I returned from Venezuela, and I couldn't really see myself sitting there with a lot of eighteen-year-olds.'

6 Exotic experiences are far more useful to a novelist than a degree. However, the graduate-***dominated*** world of the media is another matter. Therefore, it's refreshing to learn that Michael Grade, Head of Channel 4, never went to university. Neither did Anne Wintour, Head of Features at BBC Radio. 'I remember feeling self-conscious about it at first,' she says, 'but I stopped worrying about it years ago. Graduates try to confirm that their degrees grant them exclusive qualities and I think people without degrees are more original.'

7 'It all comes back to experience of life,' declares Ann Winterton, Conservative Member of Parliament for Congleton. Like Winston Churchill before her, she has no degree. She entered politics 'straight from the kitchen sink' in 1983. 'No number of letters after your name can teach you about life. I used to be rather in awe of people with qualifications. However, being self-taught allows you to do things in your own way. I think a lot of people go to university to put off the evil hour of getting stuck into a real job -- it can be a soft option, an easy alternative.'

8 I must confess, it's this soft option element which makes me wish sometimes that I had gone to university -- it does sound such fun, discussing the meaning of life over midnight coffee. There's a lot to be said for the classic liberal education. It broadens the mind by filling it with a lot of delightful and rather useless knowledge. By the time you leave you may not be able to type, but you sure know about Cosimo de Medici.

9 Picking up culture without a degree is rather like doing Venice without a guide book. You may not have anyone to ***advise*** you where to look for the highlights so you are forced to find them for yourself. You will be freer to form an original opinion, uncolored by those who wore down the stones before you.

A. What do the following refer to?

1. this (para. 1) : the fact that _____
2. it (para. 8) : _____

B. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. behaving in a happy and playful way (adj.) (para. 1) : _____
2. studying very hard (v.) (para. 5) : _____
3. uncomfortable, anxious(adj.) (para. 6) : _____
4. give, provide (v.) (para. 6) : _____

C. Mark the best choice.

1. It can be inferred from the first paragraph that _____.
   a) in literary circles, it is a tradition to ask people which university they went to
   b) people in the literary circles think that the author graduated from Cambridge or Oxford
   c) Not being a university graduate, the author does not think being a judge for Booker's prize an honor
   d) some colleagues of the author do not expect him to work more and improve himself in his career
2. The author supports the view that _____.
   a) it is necessary for politicians and novelists to graduate from a university
   b) eminence is impossible to achieve in the literary field without a university degree
   c) people who have engineered their own education are less successful because they lack a university degree
   d) attending university does not necessarily bring exceptional intelligence or creativity
3. The novelist Lisa St Aubin de Teran didn't go to the Cambridge University because___.
   a) that was not part of her plans
   b) she did not know any foreign languages
   c) she thought that was an easy way to spend three years
   d) she felt it was too late
4. Which of the following is **TRUE** according to the text?
   a) Media values exotic experiences more than a university degree.
   b) the majority of the people working in media are university graduates.
   c) classic liberal education enables students to gain both knowledge and practice.
   d) Not being a university graduate, Michael Grade does not have an important position in his job.
5. Ann Winterton _____.
   a) has always had difficulty doing things in her own way
   b) thinks people go to university to delay having a job
   c) entered politics with the help of qualified people
   d) and Churchill both entered politics with university degrees
6. The author believes that self-taught people _____.
   a) can generate original opinions without being influenced by others
   b) discuss the meaning of life while drinking coffee at midnight
   c) should have advisors to guide them
   d) cannot benefit from the useful knowledge that life provides

VOCABULARY PRACTICE:

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
judge (n.) (para. 1)		

1. Primary school years are too early to _____ whether a child will have a successful academic life or not.
2. Fast responses to real-life problems and situations are crucial because people sometimes have one chance at best to make a quick and accurate _____.
3. The selection of the winner will be supervised by an independent _____ to ensure complete fairness.
4. According to one study on young black mothers, they are often deterred from attending clinics and classes because of _____ and discriminatory treatment by community staff.

Word	Definition	Different Forms
achieve (v.) (para. 2)		

5. By reducing the tax rates, the government is hoping to _____ a substantial improvement in standards of living.
6. Everyone wants recognition and appreciation, but unfortunately there are many who seek this recognition and appreciation through status rather than contribution and personal _____.
7. Most teachers seek ways to enhance pupils' motivation and self-esteem by providing them with an _____ goal.

Word	Definition	Different Forms
originally (adv.) (para. 4)		

8. Some books and documents must be preserved in their _____ form because they have scholarly value as objects as well as for the information they contain.
9. The NASA Specialized Center of Research and Training has opened its New York center, which will carry out studies on the _____ of life.
10. Of the 105 countries who _____ signed the agreement to stop the use of nuclear weapons, only 22 have subsequently ratified it.
11. Abnormalities, both mental and physical, mostly _____ from the presence of additional chromosomes, or because the chromosomes of either or both parents are incompatible.

Word	Definition	Different Forms
dominated (adj.) (para. 6)		

12. The Program for Evaluation and Equity Research (PEER) is working on breaking barriers to move more women into male _____ fields such as science and technology.
13. It is believed that inequality of the sexes is the result of genetic differences, the desire of men to control and _____ women, outdated attitudes and prejudices or historical struggle.
14. When a country is under foreign _____, nationalism is a strengthening and unifying force.
15. For tropical countries, climate change, deforestation and the overuse of land driven by socio-economic factors are going to be the _____ factors affecting the forest area and vegetation.

Word	Definition	Different Forms
advise (v.) (para. 9)		

16. Although the decision of whether or not to divorce is one of the most important decisions one will ever make, most people decide to end their marriages without seeking professional _____.
17. The city government continued to operate and was in direct contact with regional and state partners to keep citizens _____ of any developments.
18. It may be _____ to speak to the local pharmacist who is professionally qualified to give guidance on how to cope with the symptoms of temporary diseases such as flu.

55 UNSCHOOLING

1 Unschooling is a concept which is relatively different from homeschooling although both have the same general principle in mind: the ***goal*** is to give your child more individualized attention with a more flexible school routine. Where homeschooling and unschooling differ is in scheduling and ***approach***. Homeschooling typically offers a more formalized curriculum depending on the parents. Unschooling, on the other hand, looks at life itself as the format through which children can learn. For example, a homeschooling family might choose a workbook or lesson plan to learn more about insects, whereas an unschooling family will take a walk in the woods and learn hands-on. Homeschooling families may also choose hands-on learning but unschooling families do so far more often. While both options provide a ***flexible*** learning environment, the unschooling option can be made more child-friendly. Children learn best when they are ready and when learning is made fun. In fact, this is what unschooling is all about. Moreover, an unschooled child is able to ***proceed*** at her own pace. In order to get a diploma or an official certificate, state requirements must be met in terms of taking formalized tests, and these ***vary*** with each state, but it is easier to move on at your child's ***maturity*** level with unschooling.

2 One other advantage of unschooling involves the age at which children learn to read. The formalized school environment will ***demand*** it by a certain age as may a homeschooled environment. Unschooled children, on the other hand, learn to read whenever they are ready, regardless of what other children of their age are doing. Having a more flexible routine is ideal for families needing flexibility in scheduling. Rather than needing to proceed at lessons each school day and ***correspond*** learning with the exact times of the public school's schedule, an unschooling family can school whenever and wherever they want. Suppose your family will be taking a vacation during October while other children are in school. Your kids can learn on the road and have fun, too. Every little bit of life provides a learning opportunity. When you stop for supper on vacation, your children will learn social skills in a restaurant and how to ***estimate*** portions and sizes of meals. They can also learn about the exchange of money and budgeting in the family. Rest areas along your route can provide ***unique*** learning opportunities for kids, regarding nature and history. Many road stops have factual information about the area you are traveling through and your children will most probably remember the place more easily since it was not read in a book and was more of an experience. Staying in motels can also provide learning for your kids when they watch the news in different parts of the country. A student in a formalized school structure may read about the fifty states, but your kids will learn everything by living it. Children are most **receptive** to learning when it is made fun and interesting and provides real life experience. Why not put a few minutes aside to consider unschooling?

A. Mark the best choice.

1. **receptive** in para. 2 is closest in meaning to _____.

   a) substantial
   b) marvellous
   c) reluctant
   d) open

2. Which of the following is **NOT** mentioned as an advantage of unschooling?

   a) learning everything by living it
   b) reading at an early age
   c) having fun
   d) flexible routine

3. What is the writer's overall purpose in writing the text?

   a) to compare and contrast homeschooling and unschooling
   b) to explain why so many parents choose unschooling
   c) to discuss the advantages and disadvantages of unschooling
   d) to encourage parents to use unschooling to educate their children

B. Fill in each gap using the information in the first paragraph.

The aim of both unschooling and homeschooling is to provide the child with (1)_____ by means of a less strict school routine. However, these two methods have some differences. For instance, while homeschooling has (2)_____ that is chosen by the parents, unschooling uses (3)_____ as the basis for teaching. In other words, homeschooling parents use (4)_____ to teach a certain subject, but unschooling parents do not choose such tools. Another difference is that although a(n) (5)_____ is an important aspect in both methods, unschooling is more (6)_____ _____ as it makes learning fun.

C. Mark the following statements True (T) or False (F).

T F 1. Unschooling families do not use hands-on learning as much as homeschooling families.

T F 2. Unschooled children have to pass the same formal test given by the states to get a diploma.

T F 3. Unschooling gives one freedom in terms of the time and place of teaching.

T F 4. Eating out helps the child to form the notion of money and budgeting.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____	1. goal (n.) (para. 1)	a)	guess the cost, size, value, etc. of something
_____	2. approach (n.) (para. 1)	b)	be different
_____	3. flexible (adj.) (para. 1)	c)	require ; call for as necessary
_____	4. proceed (v.) (para. 1)	d)	the condition of being fully grown mentally or emotionally
_____	5. vary (v.) (para. 1)	e)	having no like or equal
_____	6. maturity (n.) (para. 1)	f)	able to adapt to new situation, or adjustable to change
_____	7. demand (v.) (para. 2)	g)	match or be similar or equal
_____	8. correspond (v.) (para. 2)	h)	an aim or purpose
_____	9. estimate (v.) (para. 2)	i)	continue with a course of action
_____	10. unique (adj.) (para. 2)	j)	plan of action or method

B. Fill in the blanks with the correct forms of the words from part A. Use each word only ONCE.

Nowadays parents choose to educate their children outside of the traditional setting for a variety of reasons: academic (1)_____, religious beliefs, social philosophy, personal needs and other issues. Although most parents see no real disadvantages to homeschooling, many agree on the fact that it (2)_____ a tremendous commitment from the teaching parent. They admit that they have to do a lot of work, learning the materials and, in some areas, thinking of their own activities. If this is the case, why has homeschooling become so popular? There are almost as many answers to this question as there are homeschoolers. Many homeschooling parents say that one benefit which is (3)_____ to this method is the additional time they get to spend with their children. Some others add that homeschooling allows children to work at their own skill level. Besides the parents' view, educators (4)_____ that children of homeschool parents could score above the national norm on achievement tests.

Many homeschool parents think of their role as more facilitator than teacher. Some of the popular books on homeschooling encourage a (5)_____ relationship and atmosphere where parents support children in finding and pursuing their own interests. It is assumed that traditional skills and knowledge are best acquired in a natural way that embraces a love of learning. The love of learning is held as the main (6)_____ to open any door.

In the area of homeschooling, resources are plentiful, and grouped according to the (7)_____ level of children. The topics proposed for study in each subject do not have to (8)_____ to the material covered in the public school curriculum. The course content may (9)_____ according to the parents' priorities. However, because each state regulates homeschooling differently, parents should examine local laws and consult with other homeschoolers before (10)_____.

56 How Europe Fails its Young

The state of europe's higher education is a long-term threat to its competitiveness.

1 The state of Europe's higher education is a long-term ***threat*** to its competitiveness. Those Europeans who wish to challenge America's leading role in the world economy should meditate on one word: universities. Five years ago in Lisbon, European officials announced their intention to become the world's premier "knowledge economy" by 2010. The thinking behind this grand declaration made sense of a sort: Europe's only chance of preserving its living standards lies in working smarter than its competitors rather than harder or cheaper. But Europe's failing higher-education system ***poses*** a lethal threat to this ambition.

2 Europe created the modern university. Scholars were gathering in Paris and Bologna before America was on the map. Oxford and Cambridge invented the ***residential*** university: the idea of a community of scholars living together to ***pursue*** higher learning. Germany created the research university. A century ago, European universities were a magnet for scholars and a model for academic administrators the world over.

3 However, since the Second World War, Europe has ***progressively*** surrendered its lead in higher education to the United States. America boasts 17 of the world's top 20 universities, according to a widely used global ranking by Shanghai Jiao Tong University. American universities currently employ 70% of the world's Nobel prize-winners, and account for 30% of the world's output of articles on science and engineering, and 44% of the most frequently cited articles. No wonder developing countries now look to America rather than Europe for a model for higher education.

4 Why have European universities declined so precipitously in recent decades? And what can be done to ***restore*** them to their former glory? The answer to the first question lies in the role of the state. American universities get their funding from a variety of different sources, not just government but also philanthropists, businesses and, of course, the students themselves. European ones are largely state-funded. The ***constraints*** on state funding mean that European governments force universities to "process" more and more students without giving them the necessary cash—and respond to the universities' complaints by trying to micromanage **them**. Inevitably, quality has ***eroded***. Yet, as the American model shows, people are prepared to pay for good higher education, because they know they will benefit from it: that's why America spends twice as much of its GDP on higher education as Europe **does**. The answer to the second question is to set universities free from the state. Free universities to run their internal affairs: how can French universities, for example, compete for talent with their American rivals when professors are civil servants? And free them to charge fees for their services—including, most importantly, student fees, so that these institutions can become less dependent on the state.

5 The standard European response is that if people have to pay for higher education, it will become the monopoly of the rich. But spending on higher education in Europe is highly regressive (more middle-class students go to university than working-class ones). Higher education is hardly a monopoly of the rich in America: a third of undergraduates come from racial minorities, and about a quarter come from families with incomes below the poverty line. The government certainly has a responsibility to help students to borrow against their future incomes. But student fees offer the best chance of pumping more resources into higher education. They also offer the best chance of combining equity with excellence.

6 Europe still boasts some of the world's best universities, and there are some signs that policymakers have realized that **their** system is failing. Britain, the pacemaker in university reform in Europe, is raising fees. The Germans are trying to create a Teutonic Ivy League. European universities are aggressively wooing foreign students. Pan-European plans are encouraging student mobility and forcing the more eccentric European countries (notably Germany) to reform their degree structures. However, the reforms have been too tentative.

7 America is not the only competition Europe faces in the knowledge economy. Emerging countries have cottoned on to the idea of working smarter as well as harder. Singapore is ***determined*** to turn itself into a "knowledge island". India is sprucing up its institutes of technology. In the past decade, China has doubled the size of its student population while pouring ***vast*** resources into elite universities. Forget about catching up with America; unless Europeans reform their universities, they will soon be left in the dust by Asia as well.

A. What do the following refer to?

1. them (para. 4) : _____
2. does (para. 4) : _____
3. their (para. 6) : _____

B. Find the words in the text that mean the following. Write only ONE word and do not change the form of the word.

1. think (v.) (para. 1) : _____
2. fast (adv.) (para. 4) : _____
3. attracting (v.) (para. 6) : _____

D. Mark the following as True (T) or False (F).

T F 1. The idea of providing communal housing for professors was first developed in Britain.

T F 2. More than two thirds of Nobel prize-winners teach at American universities.

T F 3. According to the text, one solution to European universities' money problems is to allow professors to charge for their services.

T F 4. European universities are facing competition both from America and the Far-East.

D. Answer the following questions.

1. What does Europe want to achieve by becoming the world's premier "knowledge economy"?

_____

_____.

2. In your own words, compare the European and American way of financing higher education.

_____

_____.

3. Why are Europeans against the idea of making students pay for higher education?

_____

_____.

4. Why does the writer give the example of America in para. 5?

_____

_____.

VOCABULARY PRACTICE :

A. The following words are italicized in the text. For each item, mark the alternative that does not go with the given word.

1.	threat (n.) (para. 1)	a) potential c) immediate	b) environmental d) flexible
2.	pose (v.) (para. 1)	a) a threat c) a risk	b) a misfortune d) a challenge
3.	residential (adj.) (para. 2)	a) college c) country	b) neighborhood d) area
4.	pursue (v.) (para. 2)	a) a rank c) an interest	b) a career d) a degree
5.	progressively (adv.) (para. 3)	a) become c) mislead	b) decrease d) improve
6.	restore (v.) (para. 4)	a) a building to its former state b) an economy to full strength c) a worry to a great extent d) a person to full health	
7.	constraints (n.) (para. 4)	a) hold c) impose	b) remove d) put
8.	erode (v.) (para. 4)	a) steadily c) severely	b) seriously d) sadly
9.	determined (adj.) (para. 7)	a) become c) remain	b) have d) appear
10.	vast (adj.) (para. 7)	a) amounts of c) people of	b) numbers of d) areas of

B. Complete the following text using the correct form of the words from part A. Use each word only ONCE.

It is said that America has the best system of higher education in the world. It is true that American universities currently employ 70% of the world's Nobel prize-winners and, according to a survey conducted in 2001, they produce about 30% of the world's output of articles on science and engineering and 44% of the most frequently cited articles. At the same time, a larger proportion of the population goes on to higher education in America than almost anywhere else, with about a third of college-aged people (1)_____ first degrees and about a third of those continuing to get advanced degrees. Why is America so successful? Wealth clearly has something to do with it. America spends more than twice as much per student as the OECD average. The main reason for America's success, however, lies in organization. This is something other countries can copy, but they will not find it easy—particularly if they are developing countries—firstly because there are economic (2)_____ and secondly they depend on state-driven modernization. On the other hand, America does not have a central plan for its universities, and the federal government plays a limited part in higher education. It does not treat its academics as civil servants, as do France and Germany.

Instead, universities have a wide range of patrons, from fee-paying students to religious bodies and generous contributors, who pour in (3)_____ amounts of money. Limited government does not mean indifferent government, though. The Morrill Land Grant Act of 1946 created (4)_____ universities across the country, and the GI Bill of 1962 brought universities within the reach of everyone.

The list of reasons for America's successful higher education is long, but the past few years have produced new criticisms of American universities. The first is that universities are no longer as (5)_____ to initiate free inquiry as they ought to be. There are signs that scientists, too, are turning against free and open inquiry, though for commercial rather than ideological reasons. Corporate sponsors are attaching strings to their donations in order to prevent competitors from free-riding on their research, such as forcing scientists to delay publication or even blank out crucial passages from published papers. The second criticism is that America's universities are (6)_____ getting expensive. Between 1971-72 and 2002-03, annual tuition costs rose from $840 to $1,735 at public two-year colleges and from $7,966 to $18,273 at private four-year colleges. The average cost of tuition at public universities rose by 10.5% last year, four times the rate of inflation. Deborah Wadsworth, an opinion pollster, points out that Americans increasingly regard universities as the gatekeepers to good jobs, but they also see them as prohibitively expensive. The result is that public admiration for these formerly much-esteemed institutions is being (7)_____. Some of the state universities have offered scholarships based on academic merit in order to (8)_____ the respect that society once had for them, but even this march of academic meritocracy has now slowed to a crawl, and, on some fronts, has even turned into a retreat. The real (9)_____ to meritocracy, however, came not from within the universities but from society at large. To accept higher number of poor students to public universities, taxes were raised, but Americans' reluctance to pay taxes has caused an academic brain drain to the more socially exclusive private universities. Finally, the erosion of the competitive principle (10)_____ risks to American higher education. After the Second World War, Bush insisted that research grants be allocated to universities on the basis of open competition and peer review, but universities undermined this principle.

American academia's merits still outweigh its faults. Yet, universities are acquiring a growing catalogue of bad habits that could one day leave them vulnerable to competitors from other parts of the world.

RECREATION AND LEISURE

57 SETTING LIMITS: TV-WATCHING IS NOT A CONSTITUTIONAL RIGHT

1 When I talk with groups of parents, one of the greatest worries they express is about TV watching: How much is too much? How can I get my kids to watch less? In fact, these questions are not about the amount of time children spend in front of TV at all; they are about setting and respecting limits, living in ***moderation***, and making their children understand that entertainment may be a pleasure of life but not the purpose of it. Parents should ***convince*** their kids that there is more to this world than TV and should try all possible means in order to make sure that their kids also become aware of **this**.

2 Before I launch into some suggestions for how to accomplish this goal, I want to reframe the discussion to address all media, not just TV exposure. **That** would also include time spent on video games, movies, radio, and maybe even communication devices like telephone and Instant Messenger. According to a Kaiser Family Foundation study ***conducted*** in 1999, American children spend an average of more than 38 hours a week consuming media outside of school. Given this fact, we should consider two important questions. What are the important, growth-producing activities that our child should be engaged in that are not entertainment or media ***consumption***, and how can we achieve **this**? Moreover, what is an appropriate limit on media consumption, and how can we enforce it?

3 The first question is a reflection of the old saying, "Sometimes, the best defense is a good offense." Media is often just a way kids fill in unstructured time when they're bored. You can usually cut down on media ***exposure*** just by keeping your kids busy with growth-producing, mutually beneficial activities such as homework, household chores, reading, service to the community or service to one's own family, which will bring them into adulthood as healthy and whole people. Is enough time being spent on these important things? Often, TV time comes pretty directly out of the hours that could go to these other beneficial areas. Part of raising whole and healthy people means never letting one side of their lives, such as entertainment, become so dominant that the others evaporate. You need to help your children stop thinking of media and entertainment as constitutional rights, which they will no doubt protest being ***deprived of*** unjustly. Instead, media may be thought of as a reward for diligently doing the other growth-producing activities. On the enforcement side, a common-sense limit for media is probably something like two hours a day. Sometimes parents ask me, "How can I ***enforce*** that rule, because I'm not there all the time?" One tack is to make this issue part of what you are teaching — that children follow the rules they have **acceded to** even when you are not there.

4 Another idea is to insist that media consumption can only take place when you are around. There is an added benefit to this approach. Media ***influences*** are tremendously powerful, and what is consumed really does need to be discussed. You can use TV watching, video gaming, and other media experiences as opportunities to ***challenge*** your children. How real is what they are seeing? Are the characters ***worthy*** of being copied? What would the children do in the situations portrayed if they were to happen in their lives? That way, instead of just being a battleground, media can be another tool for you to help your child build character.

(by Steve Johnson, S.M.)

A. Mark the best choice.

1. "this" in para.1 refers to "the fact that _____."

   a) it is necessary to respect limits
   b) entertainment is a pleasure of life
   c) there is more to this world than TV
   d) parents should try all possible means

2. "That" in para. 2 refers to _____.

   a) a suggestion to accomplish this goal
   b) accomplishing this goal
   c) TV exposure
   d) all media

3. "this" para. 2 refers to _____.

   a) engaging our child in growth-producing activities
   b) consuming media more than 38 hours a week
   c) considering the two important questions
   d) growth-producing activity

4. Which of the following is **NOT** a suggestion by the author as to how parents can keep their children busy?

   a) Let them watch TV for a short period of time.
   b) Encourage them to take part in growth-producing tasks.
   c) Involve them in mutually beneficial activities.
   d) Fill in only unstructured time with media.

5. Parents can make sure that they raise whole and healthy individuals by _____.

   a) letting entertainment dominate their children's lives
   b) encouraging their children to appreciate different aspects of life
   c) encouraging their kids to spend more time on one side of their lives
   d) allowing media to evaporate and lose its effect in their children's lives

6. The word **acceded to** in para. 3 probably means _____.

   a) introduced to
   b) refused to
   c) agreed to
   d) forced to

7. It can be inferred from the text that _____.

   a) children cannot be trained to obey the rules in the absence of their parents
   b) TV and other media should be the last option in children's education
   c) most children understand the harms of over-consuming media
   d) children tend to copy the characters they see on television

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____	1. moderation (n.) (para. 1)	a)	the act of using
_____	2. convince (v.) (para. 1)	b)	not having the necessary things for a pleasant life
_____	3. conduct (v.) (para. 2)	c)	the effect on people or things
_____	4. consumption (n.) (para. 2)	d)	persuade someone
_____	5. exposure (n.) (para. 3)	e)	make people obey
_____	6. deprived of (adj.) (para. 3)	f)	call something into question
_____	7. enforce (v.) (para. 3)	g)	perform a particular activity
_____	8. influence (n.) (para. 4)	h)	deserving admiration for its good qualities
_____	9. challenge (v.) (para. 4)	i)	experience something or being affected by it in a particular situation
_____	10. worthy (adj.) (para. 4)	j)	within the limits of possibilities, not in extremes

B. Fill in the blanks with the correct forms of the words from part A . Use each word only ONCE.

It is possible to see the (1)_____ of media, especially TV, on children. They are aware of brand names they see in TV ads, and they try to (2)_____ their parents to purchase the advertised goods. They imitate the characters they see in cartoons. One way to reduce the effects of TV is to restrict the hours they spend in front of it. If parents let them watch in (3)_____ – less than two hours each day – their children may do better in school, are less likely to be obese, and have better social skills. Choosing programs (4)_____ of being watched is an important point to be considered when undertaking this. While parents are (5)_____ a new rule, most children react negatively and show resistance. Most probably, it will be the same when the parents turn off the TV. Children will feel frustrated, thinking they are being (6)_____ their rights. They might even try to (7)_____ their parents by playing the independent adult. Parents must not give up. Once they bring total TV (8)_____ under control, they can try the same with the other media tools, such as the computer. They must not forget the fact that children are vulnerable to the effects of media. (9)_____ to violence through films and computer games, for example, disturbs the balance in their lives. A recent study (10)_____ by North Dakota State University has revealed that seeing violent scenes on television can be harmful to the mental health of children.

58 THE OLYMPICS

1 The Olympic Games first began in 776 B.C. in Greece, originally as a religious celebration in honor of the god, Zeus. It was the highest honor to be allowed to participate in the Olympics, and only males of good character were chosen to take part in these sports events. Women, slaves, non-Greeks, and people who had ever been in any kind of trouble in society could not participate. As a matter of fact, women were not even allowed to watch the Olympic Games after a certain point because the participants performed naked. That is, they didn't use to wear any clothes. At the first Olympic Games, in 776 B.C., there was only one event, a footrace of 200 meters. After the thirteenth Olympic Games, however, other events were included: wrestling, discus throwing, and chariot racing. The competitions were held every four years, just as they are today.

2 The Olympic athletes had a ten-month training period to prepare for the competition. They devoted themselves entirely to their training during this time. They had a special diet (cheese, wine, and some meat) and followed a difficult but carefully designed training program. The athletes did not work. Instead, their families and their home city-states supported them completely. Olympic winners were given many special privileges by their city-states. For example, they did not have to pay taxes, and they were given the best seats in the local theater for the rest of their lives. Poets wrote poems praising them for their victory. The whole society honored them and looked up to them as heroes and as role models. People believed that the winners were not only chosen by the gods, but that they became like gods themselves through winning.

3 Over a period of time, Greece lost power, and Rome gained power. As a result of this, the Games gradually changed from religious festivals to carnivals and circuses to amuse people and to keep their minds off the problems in society. Finally, Emperor Theodosius II of Rome stopped the Olympics in 394 A.D. He was a Christian, and he believed that the Olympic Games were bad for a Christian society because they encouraged people to think about the body rather than the spirit. That was the end of the Olympic Games for the next fifteen centuries.

4 In 1896, the modern Olympics began. Baron Pierre de Coubertin of France was the father of the modern Olympics. He believed that an international sports competition would be a good way to create peace and good feelings among people from different countries.

5 The modern Olympic Games were different from the early ones in a number of important ways. First of all, there was no longer any connection with religion. Second, the Games were not limited to Greeks. They were international, and one of their main goals was to promote world peace and understanding among people from different countries. England, France, Germany, Denmark, Hungary, Switzerland, and the United States sent teams to the 1896 Olympics. After that, athletes continued to compete every four years except for three times during times of war: The First World War prevented the Olympic meeting of 1916, and the Second World War stopped the 1940 and 1944 meetings. Moreover, sometimes individual countries chose not to send their athletes to the Olympics. **In this way**, they made a political statement of some sort to the world. Today, some countries do not join the Olympics for the same reason.

6 Women were first invited to participate in the modern Olympics in 1912. Since then, women's events have become very important and popular. People look forward to watching the women's gymnastics and volleyball events in particular because women have shown great sports ability in these events, but they excel in many other sports as well. People all around the world today admire the women athletes of the Olympics. Female athletes have changed people's ideas about what women can do with their lives.

A. What does the following refer to?

1. In this way (para. 5) : by _____

B. i. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. spent all ones's time and energy on smt. (v.) (para. 2) : _____
2. provided money for sb. (v.) (para. 2) : _____
3. special rights or advantages (n.) (para. 2) : _____
4. help or encourage smt. to develop (v.) (para. 5) : _____

ii. Find the phrasal verbs in the text that mean the following.

1. respected (para. 2) (three words) : _____
2. avoid (para. 3) (two words) : _____
3. hope for, wait for (para. 6) (three words) : _____

C. Answer the following questions.

1. Considering the people who were not allowed in Olympics, what can be inferred about the early Greeks?

_____

_____.

2. What is the major effect of women's participation in the Olympics?

_____

_____.

D. Mark the following statements True (T) or False (F).

T F 1. In the first Olympic Games, the athletes used to wear special costumes.

T F 2. Athletes probably believed that cheese, wine and meat were beneficial to their performance.

T F 3. Emperor Theodosius II didn't think that the Olympics helped improve the spiritual side of man; therefore, he abolished them.

T F 4. Since 1896, the games have been held every four years consecutively.

59 UNDERWATER CONCERTS

1 They closed their eyes and began floating in the pool. The 92-degree water felt warm, giving **them** the illusion of weightlessness. The music, synthesized sounds of flutes and harps combined with natural sounds of the deep of the ocean, surrounded the audience. Some compared the experience to life in the womb, others to a trance; still others said it seemed like a futuristic encounter in outer space.

2 These remarks were heard at one of Michael Redolfi's underwater concerts, concerts that he has organized in swimming pools and oceans all over the United States, Europe, and Canada. Redolfi, born in Marseilles, France, and currently living in San Diego, is a composer who is **revolutionizing** the concept of concert listening. Redolfi believes that **avant-garde** music needs an equally avant-garde environment. He finds the ocean and the swimming pool natural settings for these new sounds, and his music is composed to be heard under water.

3 The concept of underwater sounds is part of the folklore of people who live by the sea. There are stories of songs of sirens, bells of **submerged** churches, the voices of lost sailors. These tales have unfortunately been replaced in the twentieth century by the idea that the ocean is a quiet place, disturbed only by the song of the whale. The fact is the sea is full of noises, complete with fish "barking," shrimp "snapping" and dolphins "whistling."

4 Having grown up by the Mediterranean, Redolfi became interested in messages from the ocean floor. He first experimented with bringing these natural sounds up from the ocean depths, using special underwater microphones. Inspired by his vision of the underwater world, he combined these sounds with computer-generated sounds. His next, more radical step, was to bring the music into the water—and the listening public with **it**. "Music is usually presented in concert halls," he says, "where you wear uncomfortable clothing and where you have either the best seats in the house or the worst ones." Redolfi's concerts require no more clothing than a bathing suit and an optional mask and snorkel.

5 "I wanted to compose for a total sensory experience. I wanted you to feel the music as well as hear it. When you are listening underwater, you can't tell where the sound is coming from. It resonates and seems to come from within your own body. For the first time people can listen in zero gravity, like in outer space. They can move freely in any direction while listening, even upside down," says Redolfi.

6 Most concertgoers stay underwater, letting the music **envelop** them and surfacing only to breathe. Others prefer to float on their backs with only their ears submerged so that they will have an uninterrupted musical experience.

7 The music itself is **transmitted** through the water by underwater speakers attached to a large, floating plastic "Jellyfish." Redolfi explained, "You can hear the music only when your head is in direct contact with the water. The sound waves pass through your skin as if the flesh didn't exist." Because our bodies are 80 percent water, the sound bypasses your eardrums and gets right into your skull bones, where the nerves are. From outside the pool, all you experience is a **vague** electronic murmur. Redolfi claims that when you put only your forehead in the water, you can still pick up the music. Because of **this phenomenon,** Redolfi has found out that his music can be perceived by deaf people. He claims that especially those whose hearing **impairment** is limited to problems with the external ear can recognize the music underwater. However, Redolfi says, not enough research has been done to reach any final conclusions. In the meantime, he is **pursuing** his own projects, which include an idea for a pool designed only for underwater concerts, a sort of underwater opera house.

A. What do the following refer to?

1. them (para. 1) : _____
2. it (para. 4) : _____
3. this phenomenon (para. 7) : the fact that _____

_____

B. The following words are boldfaced in the text. Match them with their meanings. Put the letters on the lines provided. There are more meanings than you need.

____ 1. revolutionize (v.) (para.2)	a) unclear
____ 2. avant-garde (adj.) (para. 2)	b) underwater
____ 3. submerged (adj.) (para.3)	c) an instrument used in recording
____ 4. envelop (v.) (para.6)	d) weakness, defect
____ 5. transmit (v.) (para. 7)	e) change completely
____ 6. vague (adj.) (para.7)	f) spread, send
____ 7. impairment (n.) (para.7)	g) practice, work at
____ 8. pursue (v.) (para.7)	h) surround
	i) give up
	j) highly original, modern
	k) new, experimental

C. Mark the following statements True (T) or False (F).

T F 1. Redolfi has arranged underwater concerts in different parts of the world.

T F 2. One cannot listen to music under water without a mask and a snorkel.

T F 3. The fact that sound resonates in our body makes it easy to locate where it comes from.

T F 4. For Redolfi, listening to a concert underwater is like listening to music in space with no gravity.

D. Answer the following questions.

1. What false idea did the 20th century people have about the underwater world?

_____

_____

2. What enables sound waves to reach our nerves in the skull directly?

_____

_____

60 GIRL POWER

Asian women are building new muscles and changing old attitudes by hitting the gym and playing fields.

1 Increasing wealth and leisure, a slow shift in social mores and ***exposure*** to international role models mean that Asian women are flocking to gyms and playing fields around the region: Southeast Asian career women are de-stressing on weekends, playing ultimate Frisbee; Japanese moms are catching waves on their surfboards; women are hitting fitness equipment from Mumbai to Bangkok. With the fresh burst of energy has come a new beauty aesthetic. Now for Asian women athletes, tans, sweat and bulging muscles are no longer feminine taboos.

2 Far harder to change, however, are traditional ***attitudes*** about women as wives and mothers. Professional sportswomen and athletic moms remain rare, but their daughters enjoy vastly better ***prospects***. "It's all so different from when I was a girl," says 43-year old Delhi soccer mom Meenu Nagesh Waran. "The traditional attitude that said 'boys could do this and girls couldn't' has gone."

3 Rising ***prosperity*** has helped kill it off. Improved incomes mean that hobbies have blossomed in rapidly-growing economies like Hong Kong and Singapore. Just as Westerners **did** a generation ago, the professional classes in Asia have discovered sports for fun and health. As more Asian women have moved into the workplace, they've gained the leisure and means to begin working out. Richer governments have even been providing women's athletics with cash and infrastructure. Hong Kong, for example, has appointed a commissioner of women's sports.

4 The sports boom that began with the middle classes has started trickling down to poorer ones. In India, girls from fishing villages near Chennai have been winning swimming medals, while in a working-class district of Calcutta, Muslim, Hindu and Christian girls pull on boxing gloves for thrice-weekly spars at the Kidderpore School of Physical Education. Suman Kumari's streetcar-conductor father was originally ***reluctant*** to let her attend. At first, he would have preferred that his 12-year-old take embroidery lessons, but now he figures boxing might even be a route to fame and wealth.

5 Last year's movie "Bend It Like Beckham," a soccer novel with a British-Asian heroine, hit screens in India to electrifying effect. In Delhi, last spring, a girl's soccer program with 60 regulars nearly tripled its membership in a matter of months. Plans for a girls league were pushed up a year, and the 'Bend It With Benetton League,' sponsored by the Italian clothesmaker, was born. On a monsoon- drenched training field outside Delhi, 12-year-old girls in cleats and shinguards dribble with the boys before breaking off for their own five-a-side games. "I think this is wonderful training for the girls as people," says Arun Dang, father of player Manavi. "It gives them ***confidence***. When they play with boys, it teaches them to use their brains to beat muscle."

6 Not everyone is as enthusiastic. Nel Belgado, a former member of the Philippines national fencing team, ***recalls*** long talks with her mother, who criticized Nel for practicing long hours at night away from the family. In fact, other traditional mothers make similar ***claims***, adding that solo-commuting may be quite dangerous for their girls. In addition, the old standards of feminine beauty linger among traditionalists. Mothers still fret that their daughters will develop big muscles or that they may be scarred by rough play, making them tough to marry off. Some Asian sportswomen paint their faces with zinc oxide to protect against dreaded tans. Others wear layers of clothes to guard against bruises.

7 Institutions will take as long to change as attitudes. Though half the physical education majors at the University of the Philippines are women, only table tennis has a woman coach, and there are no professional women's leagues for after graduation. However, on Asian playing fields, there are many young girls eager to change all that.

(Adapted from an article by Erin Prelypchan in *Newsweek*, August 2003)

A. What do the following refer to?

1. it (para. 3) : _____
2. did (para. 3) : _____

B. Fill in each gap using information in the text.

* More and more Asian women are taking part in sports. While South Asian working women get rid of their stresses by (1)_____, (2)_____ prefer surfing.
* Suman Kumari's father hopes his daughter will achieve (3)_____ _____ through (4)_____.
* However, some traditional parents oppose sports for such reasons as (5)_____ and (6)_____ _____ which are not suitable for young single girls. They are also against sports believing that their daughters might lose their feminine beauty.

C. Answer the following questions.

1. What are the three factors that have made sports popular among Asian women?

   a) _____

   b) _____

   c) _____.

2. How does the 'Bend It With Benetton League' benefit its female players?

   _____

   _____.

3. Write two things Asian sportswomen do that show feminine beauty is still important to them.

   a) _____

   b) _____.

D. Mark the best choice.

1. Which one of the following is **NOT** true according to the text?

   a) Institutions have not easily changed their attitudes to favor sportswomen.
   b) Many Asian women athletes do not hold on to feminine taboos.
   c) Wealthy governments are not interested in supporting women athletes.
   d) Even Asian girls from poor families have a chance to become sportswomen.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the alternative that does NOT go with the given word.

1. exposure (n.) (para. 1)	a) excessive	b) constant	c) repeated	d) inquiring
2. attitudes (n.) (para. 2)	a) unfair	b) critical	c) populous	d) flexible
3. prospects (n.) (para. 2)	a) future	b) tiresome	c) long-term	d) limited
4. prosperity (n.) (para. 3)	a) economic	b) lasting	c) national	d) weak
5. reluctant (adj.) (para. 4)	a) easily	b) increasingly	c) extremely	d) understandably
6. confidence (n.) (para. 5)	a) collect	b) lack	c) strengthen	d) gain
7. recall (v.) (para. 6)	a) immediately	b) correctly	c) fast	d) easily
8. claims (n.) (para. 6)	a) conflicting	b) unintentional	c) strong	d) legal

B. Fill in the blanks with one of the italicized words and its most suitable collocation from part A.

* Women have the potential for gaining economic and cultural power throughout the world, but this potential is undermined by value destroyers. Despite the (1)_____ made against them, nothing prevents women from realizing their potential. Many women come together to protest the (2)_____ towards them. They also take actions to provide gender equality and increase (3)_____ because they are well aware of the fact that improved incomes may shift their traditional role.

* Despite Equal Opportunities Legislation, the unemployment rate for women is still higher than for men. This is because employers are (4)_____ to hire women, as they have the right to some maternity leave after having a baby. Besides the high unemployment rate for women, they are also paid on average 18% less than men. This (5)_____ to discrimination tends to make women believe that they are incompetent and not important. When women have such feelings, they should (6)_____ the names of the women in history who struggled for their rights and equality.

* Life is never easy for women; they always have to make their voice heard. In order to enhance their (7)_____ women, especially the ones with few or no formal qualifications, have to attend courses or activities particularly designed for them. In these courses, they (8)_____ in their ability and provide a stepping-stone for further educational or job opportunities.

61 THE HIGH-FLYER

1 On May 20, Darren Newton walked into the London Hilton and took the elevator to the 27th floor. He stepped out onto the roof, moved to the edge and jumped. He wasn't ill or ***depressed*** and it was only the fact that he had a parachute on his back that made anyone take any notice at all. Darren was a BASE jumper, a man who parachuted not from airplanes but from fixed objects. BASE stands for Building, Antennae, Span and Earthbound object, and in order to join the ranks of this unofficial group you must jump from one of each.

2 When parachutists jump from a plane, their height above the ground ***allows*** them to adjust their position and correct mistakes. In BASE jumping, once a mistake is made, there is no time to pull a reserve chute and no air to ***adjust*** position. The British Parachute Association believes this makes the activity too dangerous and bans members who ***participate*** and are discovered.

3 Darren Newton was an ***experienced*** sky diver, with over 150 jumps. As soon as he leapt, Darren looked down and his feet tangled in the lines of his parachute. Darren fell 100 meters, landing in a canopy above the hotel's door. The London Hilton is a public place to die and so Darren's final tragic moments were raked over in the media. Journalists employed the language usually brought out on these occasions: 'Daredevil' Darren Newton, the 25-year-old thrill seeker.

4 We can shake our heads at people doing dangerous things that authorities disapprove of, but we all take risks. We drive in cars and smoke cigarettes and run across the street without looking. Society deems these risks acceptable. It also accepts mountaineering, which sees more deaths in six months than there have ever been in BASE jumping. The American BASE jumper Rick Sylvester made the most famous BASE jump of all, off the top of Mount Asgard in Baffin Island, for the opening ***sequence*** of a James Bond movie, and received no official ***reaction***. A BASE jump done for the entertainment of millions cannot be acceptable if what people do ***privately*** is not.

A. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. mentioned continuously (v.) (para. 3) : _____
2. used (v.) (para. 3) : _____
3. considers, thinks (v.) (para. 4) : _____

B. Mark the following statements True (T) or False (F).

T F 1. BASE jumpers parachute not only from airplanes but also from buildings, earthbound objects and antennae.

T F 2. Parachutists have time to adjust their position if they have made a mistake jumping out of a plane.

T F 3. We tend to favor people performing dangerous acts disapproved of by authorities.

C. Answer the following questions.

1. What makes BASE jumping more dangerous than parachuting?

_____

_____

2. To prove the double standard authorities apply on BASE jumping, which activities does the writer compare BASE jumping with?

_____

_____.

VOCABULARY PRACTICE:

The following words are italicized in the text. Fill the gaps in the following paragraph using the words from the box. Do not change their forms. Be careful! There are more words than you need.

experienced	**privately**	**reaction**	**adjust**
sequence	**allow**	**participate**	**depressed**

Two Miles up and Falling

Awesome-Terrifying-Peaceful! No matter if someone likes or dislikes skydiving, there is always some sort of emotional (1)_____ to it. Some people find skydiving extremely dangerous. However, the fatal accident rate for skydiving is lower than that for traffic accidents. On the other hand, some people find it thrilling. If you are in the second group and at least 18 years of age, you can (2)_____ in skydiving activities at skydiving centers. At these centers, skydiving is taught either (3)_____ or in small groups, with personal attention given to each student. Highly (4)_____ instructors will take you on the most adrenalin-packed adventure of a lifetime, during which you will forget all your problems. As a skydiver once said: "If you feel (5)_____ at any point in life, just jump out of a plane!!"

62 PARAGLIDING

1 What weighs less than 20 kilos, can be stored under your bed, takes minutes to get ready for flight and under certain conditions takes you as high as 4,470 meters high or as far as 280 kilometers? Only a paraglide.

2 With ***sufficient*** equipment, a small hill and the right wind conditions, you can get airborne and start flying within minutes. Compared with the other sport aviation equipment, new paragliding equipment can be bought for half **its cost** if not for much less. You can become proficient at floating through the air in a paraglider after a few days of training rather than the weeks or months ***required*** with other forms of aviation.

3 One of the most attractive ***aspects*** of paragliding is the fact that licenses are not required. This happy state of affairs will continue as long as pilots respect the airspace rules and fly safely. The sport is self-regulating. It is the responsibility of each pilot to understand the few simple rules and fly accordingly. There are three things that make up the flying situation: the equipment, the air conditions and the pilot. You, the pilot, will be responsible for all these three items. The main goal here is to ***develop*** judgment and skill while maintaining that necessary ingredient: fun.

4 To take-off, the pilot pulls the paraglider off the ground and as it rises, like a large kite it fills with air to form an aerodynamic wing. The necessary lift required for flight is developed by the airflow over the wing surface and within a few running steps the pilot can ***launch*** into the open skies. Once in the sky, it is quite easy to maneuver the wing. If there is no lift, the pilot simply glides down safely to a predetermined landing spot. However, if the pilot successfully locates rising air, the paraglider can gain height. This can be possible either where the wind moves upward from the sides of nearby hills or where there are rising currents of hot air, called thermals.

5 Today much more is known about the ***training*** and techniques of paragliding. The early pioneers had to find out the hard way what to do to stay out of trees and other unpleasant situations. Now there are clubs everywhere to help you in your ***progression*** from an admiring spectator to a skilled pilot. There's even one here, in METU, where students who pass the written exam after a 12-hour course get the chance to soar the skies.

6 Since it was first thought of in the late 1980s, the sport has developed globally. Especially in Europe it has grown to be the most popular form of extreme sport. Yet, all over the world there are lots of people soaring the skies, experiencing numerous interesting, beautiful places, like Fethiye in Turkey. Climbers have used paragliders to descend after difficult climbs up all the great peaks including Mt. Fuji in Japan and Mt. Everest in the Himalayas.

7 Those who want to take up paragliding may well have some doubts ***concerning*** the sport. Is it dangerous? Am I in good enough shape? Do I have the necessary qualifications? The reality is that you are probably more likely to be seriously injured in your car on the way to go flying than when you are actually flying. However, it's a fact that aviation in general is not forgiving of careless, reckless or foolish actions. The often repeated saying, "paragliding is as safe as you want to make it," is an accurate statement because the attitude of the pilot greatly determines the risk involved. You can fly with minimum danger if you choose to do so.

9 If almost anyone can fly, should they? The answer is no. There are certain individuals that are unable to ***maintain*** spatial orientation when they are moving in three dimensions. Others have a confidence problem – too little or too much. An extremely fearful person may never have the will to step into the sky, while an extremely ***courageous*** individual may not listen to common sense. None of these individuals have a high probability of being safe pilots and therefore should not enter the sport.

10 However, for the ***vast*** majority, paragliding can be safe and rewarding. So why don't you put your doubts aside and join the "high" society of this colorful sport!

A. What does the following refer to?

1. its cost (para. 2) : the cost of _____

B. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. experienced, skilled (adj.) (para 2) : _____
2. direct, guide (v.) (para 4) : _____
3. rise high in the air while flying (v.) (para 5) : _____

C. Mark the following statements True (T) or False (F).

T F 1. It can be inferred from the text that paragliders have flown higher than 4,470 meters.

T F 2. Those who try to develop their judgement and skills in paragliding should not expect to have fun

T F 3. To launch his paraglider the pilot has to create airflow by running.

T F 4. Paragliders of the past had a hard time as they did not know much about the techniques.

T F 5. Paragliding is not a dangerous sport unless the pilot chooses to make it dangerous.

D. Answer the following questions according to the text.

1. What change could be expected in airspace rules if paraglider pilots do not respect them and fly dangerously?

_____

_____

2. Where can a paraglider pilot find rising air to gain height ?

a) _____

b) _____

3. How do mountain climbers make use of paragliding?

_____

_____

4. What sort of individuals should not take up the sport of paragliding?

a) _____

b) _____

c) _____

VOCABULARY PRACTICE:

The following words are italicized in the text. Fill in the blanks with the words from the box. Do not change their forms. Use each word only ONCE.

develop	**requires**	**launch**	**progression**
vast	**courageous**	**training**	**concerning**
aspect	**sufficient**	**maintains**	

General Facts about Paragliding

* Paragliding is a form of unpowered flying that uses a motorless, inflatable wing secured to a harness to allow a person to soar in the air. If you have a (1)_____ personality, like most people you can learn to take off, turn, and land in about an hour and a half of instruction. The most common way to paraglide is to sit in the harness and (2)_____ yourself and the paraglider by foot.

* As with any flying sport, paragliding (3)_____ skills that can only be learned from a qualified instructor at a course. After an introductory course and a short flight, if you wish to continue with the sport, it is a good idea to receive advanced (4)_____ and certification in paragliding. After you start doing the sport, taking professional advice will always help you in your (5)_____.

* (6)_____ safety, in addition to being well trained, it is essential to have the necessary equipment with you every time you paraglide: a helmet; a reserve parachute and a radio.

* Paragliding is about the closest a human can get to flying like a bird. The pilot runs off a hill or a mountain. The paraglider is then picked up by wind currents, after which the pilot and the glider soar through the air. During the flight, the air which enters through the openings at the front of the wing creates air pressure and this air pressure fills and (7)_____ the wing-like shape of the canopy.

* A different (8)_____ of paragliding is that unlike the parachuting where you jump from an airplane or high object (rock, bridge, building - BASE jumping), you inflate and fly a paraglider while on your feet.

* Like any other adventure sport, paragliding has its associated risks. However, there is still a (9)_____ number of people doing this sport safely. As long as you get competent instruction and have (10)_____ knowledge and confidence to pilot your glide, you have a safe and easy way to fly.

* Teaching yourself paragliding is only partly possible because it is the trainers who control the situation, assess the conditions and make safety decisions for the students. In order to do this on your own, it is necessary to (11)_____ a comprehensive knowledge of aerodynamics, weather, equipment, safety procedures and most importantly anti-collision rules.

63 DOWNHILL ALL THE WAY - TO CASUALTY

1 First it was aerobics. Then it was jogging. Now cycling has been declared a health hazard. Jogging was never particularly good for you, so doctors said: its jarring action could damage the knees and the back. But if cycling your way to health was ever an alternative, it may not be now. **This** is because American doctors have just put a question mark against mountain biking. Almost all cyclists interviewed by one Californian doctor had suffered at least one injury in the past twelve months, so cycling might not be as healthy as you thought.

2 Dr Robert Kronisch, a sports medicine consultant in San Jose who recently completed a study of serious mountain biking injuries, discovered an incidence of damage far higher than for jogging or most other sports. Interviewing 265 riders, he found that more than twenty per cent had suffered injuries serious enough to require medical attention in the last year. Most of the injuries were fractures (breaking of bones), lacerations (tears) and shoulder injuries, he reported.

3 Many of Kronisch's interviewees for the *Clinical Journal of Sports Medicine* were from US mountain bike clubs, which suggests that they were advanced riders. Compared to novices, such riders are possibly more likely to take their machines over the most difficult routes. However, most beginners, like Britain's 4.5 million mountain bikers, are happy to cycle in parks or on simple country paths. On the other hand, these advanced riders, as members of a club, are most likely to be experienced and to know their limits. Beginners may be more at risk of injury.

4 Dr Kronisch is not alone in his concerns. Ron Phiffer, who lectures in cycling medicine, spoke at a conference on "The Role of Medicine and Science" in Colorado this summer. He said that mountain biking should definitely not be taken up as a means of getting fit. Beginners should get fit first, and then buy an appropriate bike. "It is important to select exactly the right bike for you," he said and also suggested that people who want to take up cycling as a sport do it systematically, whether they are doing it on city roads or mountain tracks. "You will benefit from cycling only if you do it regularly, at least four times a week, and get your cardiovascular activity up for at least twenty minutes at a time."

5 Dr Ed Burke, a physician at the Colorado Springs base of the US Olympic Cycling team, says that most mountain bikes are never used on difficult terrain, but that the roads of London or New York can be just as rough as some of the tracks in the Rocky Mountains.

6 For novices it is crucial that the bike fits properly. Otherwise, it may lead to patellis tendinitis, which causes painful, red and swollen knees. **This** happens when too high a gear is used (meaning more effort is required to push the pedals round) and when the saddle, i.e. the seat, is too low. Back pain and saddle sores are other common ailments. These happen when the bike is not the right size for the rider.

7 Ron Phiffer, who used to race for one of mountain biking's top teams, also has some advice for beginners to take the sport slowly for the first few months and to get a full medical check-up if in doubt about fitness. "People take a while to learn to do it properly," he said. "It is while they are learning that they are most susceptible to injuring wrists and collar bones on the shoulders. The reason for this is that they can't fall properly."

8 Getting healthy on a mountain bike is one thing; staying **so** is another. In America last year, more than a thousand cyclists died from head injuries, which rank the highest among the causes of cyclists' deaths. Hence, the 'beer cooler' styrofoam helmet is now mandatory in many North American cities. Dr Burke speaks openly about recommending them. "They are a very important form of protection. Wherever you go, cycling is only a low impact activity until you crash."

A. What do the following refer to?

1. This (para. 1) : the fact that _____
2. This (para. 6) : _____
3. so (para. 8) : _____

B. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. physical disorders, illnesses (n.) (para. 6) : _____
2. easily harmed by something (adj.) (para. 7) : _____
3. required, compulsory (adj.) (para. 8) : _____

C. Mark the best choice.

1. Dr. Kronisch _____.
   a) interviewed a great many beginner cyclists from US mountain clubs for a medicine journal
   b) found out that fewer incidents ended up in damage for joggers than they did for cyclists
   c) discovered that only a fifth of his interviewees had suffered serious injuries
   d) stated broken bones and shoulder injuries rarely occurred among cyclists

2. Ron Phiffer _____.
   a) suggests taking up mountain biking to get fit
   b) isn't concerned about the size of the bicycle
   c) believes that where you cycle isn't important as long as you do it systematically
   d) doesn't think that beginners need doctors' opinions for the first few months of cycling

3. Which of the following is **TRUE** according to the text?
   a) There are 4.5 million beginner bikers in Britain.
   b) Only a few cyclists use their mountain bikes in cities instead of mountains.
   c) Head injuries are not the major cause of death among cyclists.
   d) The real impact of cycling is realized only after you have had an accident.

4. Which of the following is **FALSE** according to the text?
   a) The minimum duration for cycling should be at least 20 minutes each time one goes cycling if he or she wants to get fit.
   b) Knowing how to fall properly is something important that beginners need to learn.
   c) Trusting themselves and unaware of their limits, advanced riders probably have injuries more often than beginners.
   d) Cycling shouldn't be considered a healthier alternative to jogging and aerobics.

64 CLIMBER FIGHTS FOR LIFE ON MOUNTAIN

1 A woman climber described last night how she survived 41 hours on a Scottish mountain top in subzero temperatures before she stumbled into the path of a rescue dog called Solo. Mrs. Jacqueline Greaves, 51, exhausted but unhurt after she became separated from two colleagues when she fell down a gully on Sunday, smiled broadly and told her rescuers she would like nothing better than a can of Guinness.

2 Survival experts praised the tiny school secretary, who took up mountaineering only five years ago, for her courage, her preparation and her common sense. Facing snowstorms that reduced visibility to a few feet, she stuck to her survival training and dug into soft peat to shelter from the murderous wind. Cpl. Alan Sylvester, head of the RAF Kinloss rescue team, found her at 9:20 a.m. yesterday, after she had spent her second night on top of a 1,148 meter mountain.

3 Mrs. Greaves, from Lowton, Greater Manchester, spent the night in Raigmore Hospital, Inverness, after she was taken off the mountain by a helicopter from RAF Lossiemouth.

4 Her **ordeal** began at 4:30 p.m. on Sunday when she, Mr. David Cawley, 29, and Mr. Bruce Nutter, 45, were blinded by a sudden snowstorm. She fell through a snow cornice, a thick layer of snow built up over a gully, and tumbled down the mountainside. Her companions, in looking for her, also fell. The three were separated, although Mrs. Greaves said she could see both men briefly. One managed to reach help and a rescue operation was **mounted**.

5 Mrs. Greaves said last night: "I must have fallen about halfway down the 136 meter gully." With 100 km/h winds lowering the temperature to about minus 30°C, she decided to stay where she was overnight. But she had lost her ice axe in the fall, and without it, was unable to dig a proper snow-hole for shelter. "The first thing I did was to empty my rucksack and put on every item of clothing I had in there," she said. "Then I climbed into my survival bag and spent the first night among boulders and the hillside."

6 Her other colleague was found early on Monday, but Mrs. Greaves was not found by the 70 rescuers in five teams. She tried to **descend** towards the foot of the mountain on her own, but was disorientated and she wandered around the plateau summit as the teams searched lower down. She said: "I realized I was totally lost, but by then my survival bag had been torn to shreds, so I dug down into the peat while there was still daylight and **opted** to spend another night there. At one stage, I actually heard the rescuers looking for me but they could not see me in the conditions."

7 By the end of Sunday night, Mrs. Greaves began to hallucinate and thought she could see a road with motor-cyclists on it, although she was still on the plateau. The next morning, the visibility greatly improved and she decided she had to try to descend. Cpl. Sylvester said Mr. William Fraser, a local member of the Search and Rescue Dogs Association, was slightly ahead of his team near a stream called Luig Beg Burn, two miles from where Mrs. Greaves had fallen. "Suddenly we saw a woman waving to Willie Fraser. The dog went up to her and Willie followed."

8 As she hugged the Alsatian dog, her rescuers gathered round. Cpl. Sylvester said: "When we got to Jacqueline, the first thing she said to us was, 'I am looking forward to a pint of Guinness.' But before that, when she saw us, she stopped walking, sat down, and there were tears of relief and emotion. It was a memorable moment."

A. Choose the answer that is similar to the meaning used in the context.

1. **ordeal** (n.) (para. 4) probably means _____.
   a) rescue operation
   b) sudden snowstorm
   c) painful experience
   d) survival training

2. **mounted** (v.) (para. 4) probably means _____.
   a) organized
   b) climbed
   c) reduced
   d) fallen

3. **descend** (v.) (para. 6) probably means _____.
   a) jump
   b) steady
   c) go down
   d) rescue

4. **opted** (v.) (para. 6) probably means _____.
   a) improved
   b) looked for
   c) separated
   d) chose

B. Choose the most suitable heading from the list (a-h) for each paragraph of the article. The first one has been done for you.

		Paragraph No.
a)	Lifted to hospital	_____
b)	Digging for shelter	_____
c)	A brave, determined woman	_____
d)	Solo to the rescue	_____
e)	Rescued tired but unharmed	1
f)	First steps to survival	_____
g)	Caught in the storm	_____
h)	A moment of joy and relief	_____

C. Mark the following statements True (T) or False (F).

T F 1. According to the experts, Jacqueline survived because she had long years of experience in mountaineering.

T F 2. If the weather conditions had not been so harsh, the rescue team could have found Jacqueline earlier.

T F 3. When the rescue team finally found Jacqueline, they were two miles away from where she had been climbing.

D. Answer the following questions.

1. Write two things Mrs. Greaves did to protect herself from the cold when she realized she had lost her ice axe?

   a) _____.

   b) _____.

2. What signaled that Mrs. Greaves' health conditions were starting to get worse?

   _____

   _____.

65 INTO THE CLOUDS OF EVEREST

1 It is the greatest mystery in the history of mountaineering. At 12:50 p.m. on June 8, 1924, British climber George Mallory and his young companion, Andrew (Sandy) Irvine, disappeared into the clouds some 6000 feet below the windy summit of Mount Everest. It wasn't until nearly 30 years later that two climbers — Sir Edmund Hillary and Sherpa Tenzing Norgay — were credited with reaching the peak. However, for years, questions about the event of 1924 have nagged at climbing enthusiasts. Could Mallory and Irvine have reached the summit before vanishing into their snowy graves?

2 Last week, a team of the world's top mountaineers set out from base camps on Everest, hoping to find the other body from the doomed pair, that of Sandy Irvine — and the answer to the question. Irvine, 22, had been carrying a Kodak Vest-pocket camera — with film that Kodak officials believe could have survived in alpine temperatures. The team will also be searching for discarded oxygen canisters and climbing apparatus at various elevations. "The answers are high on the north face of Mount Everest, waiting for discovery," says a team statement. The expedition is focusing on the general area where British climbers discovered Irvine's ice ax back in 1933, and where Chinese climber Wang Hongbao in 1975 found a body he described as "old English dead."

3 The team has a good track record of finding what it looks for. Two years ago, the same group of international explorers, led by American guide Eric Simonson, made headlines after discovering Mallory's corpse on a rock shelf at 27,000 feet. Although that mission didn't answer the question of whether he had reached the summit, it did reveal interesting information: Mallory's goggles, always worn in daylight, were discovered inside his jacket. Last seen around lunch time, it is believed he would have had plenty of time to reach the summit before he died. He was also found face down, suggesting that he had fallen from above.

4 Simonson's presence this second time around has made the new expedition controversial. After the 1999 discovery, Simonson sold shocking photographs of Mallory's frozen, sun-bleached body to the press. Members of Mallory's family and some climbing enthusiasts were outraged. "I felt desperately sorry for Mallory's son," says Sandra Noel, whose father, John, served as the photographer in Mallory's expeditions before 1920s. "He was only about 4 when his father died, and those pictures were in the paper before he even knew about them." This time, critics are already speaking up. The prestigious Alpine Club recently issued a statement urging against "exploitation" and warning of "the media's insatiable desire for images of the body and ... gruesome details." "We're asking them in advance: please don't show his body partly clothed or wounded," says Irvine's nephew, John.

5 Despite their opposition, the descendants are fairly certain about what the team will find. Sandra Noel says her father never doubted that Mallory and Irvine had made it to the top. Julie Summers, Irvine's great-niece and biographer, agrees. "They must have pushed on to the top," she says. So far, at least, Simonson and his team have no plans to turn back.

A. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. disappearing (v.) (para. 1) : _____
2. thrown away (adj.) (para. 2) : _____
3. dead body (n.) (para. 3) : _____
4. horrible, terrible (adj.) (para. 4) : _____

B. Answer the following questions.

1. Why is it important to find Irvine's camera with the film undamaged?

   _____

   _____.

2. Write **ONE** of the reasons why the team wants to concentrate their search on the north face of Mt. Everest for the answers.

   _____

   _____.

3. Apart from Mallory's goggles discovered inside his jacket, which discovery strengthens the possibility that Mallory might have reached the top?

   _____

   _____.

4. Why does Simonson's presence create controversy?

   _____

   _____.

C. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) In the 1950s, Hillary and Norgay were praised for being the first climbers of Everest.
   b) Mallory's pictures in the newspapers frustrated people who are interested in climbing.
   c) In Mallory and Irvine's last expedition, John worked as the photographer .
   d) Irvine and Mallory's families are sure that they managed to reach the top of Everest.

66 EVERQUEST — FAREWELL TO VIOLENCE

1 Across America, millions of teenagers huddle up to their computers, bathed in the glow of gory graphics and glistening blood. Their mission is to kill, and forget about parents, teachers and homework. The cycle never ends: when one level ends, another begins at the click of a mouse. At least that's what some parents and politicians think. However, they may not know about a growing countertrend: titles that depart from the 'shoot-'em-up' model to ***promote*** positive social values. One such game is EverQuest. ***Released*** almost two years ago, it's a vast online universe of more than a quarter-million players exploring, chatting and making friends.

2 EverQuest is a traditional role-playing game in many ways. To begin with, combat — fighting — is still an integral part of it, but bloodshed is not the ultimate goal. Here, characters ***interact*** with each other, defeating enemies, trading items or sharing advice. Moreover, unlike traditional games that have simply been adapted to the Net, EverQuest forces players to rely on each other. "We were looking for how to make role-playing games better, and we focus on creating ***cooperative*** play," says Jeff Butler, a producer at Verant Interactive, the San Diego-based maker of EverQuest. At the start of the game, players choose specialized characters. Each character has different skills. For instance, shamans heal other players, and warriors are ***formidable*** fighters. Half elves are more intelligent than dwarfs, but dwarfs are stronger. No type of player is superior, so different players often form teams to ***profit*** from each other's skills.

3 EverQuest players cooperate in other ways, too. Once you buy the software, you connect to the game's servers ***via*** the Internet (a credit card gets you a user name and password). Next, you create characters, choose a starting world and begin your quest, learning spells and killing creatures to gain experience or items like money. You can then buy advanced training sessions, weapons and other items, which allow you to fight bigger enemies, gain experience and become more powerful. Thousands of players meet in the online worlds, appearing and disappearing as they log on or off from their own computers. New gamers may feel bewildered, but they usually get help if they ask for it. Experienced players might even save others in tough situations. "I love the social dimension of EverQuest," says 36-year-old Virginia Carter, from Brevard, N.C. "It's like a huge convention — meeting people from all over the world, and perhaps some even in my neighborhood."

4 Verant's pro-social strategy also makes good business sense. "To ***prolong*** the longevity of the game, you don't want to promote people playing alone for a few hours and then quitting," says Butler, "especially since EverQuest relies on a $10 monthly ***subscription*** fee." Verant's strategy seems to be working. Butler says more than half the players who buy the game keep playing. That makes 285,000 active subscribers. Fans say the social focus is key to the game's success: "It will be a long time before any other game can offer the ***challenge*** I get from playing against real and thus unpredictable people I meet online," says Jennifer Bowen, a 28-year-old mother who's been playing EverQuest since its inception. It seems that EverQuest is not only for teenagers but also for their parents and that it will be played for a long time.

A. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. a movement or tendency as opposed to the present one (n.) (para. 1) : _____

_____

2. puzzled, confused (adj.) (para. 3) : _____
3. difficult, hard (adj.) (para. 3) : _____

4. people paying money to an organization to receive a product or service regularly (n.) (para. 4) : _____

5. the establishment or the beginning of an activity (n.) (para. 4) : _____

_____

B. Fill in each gap using the information in the text.

* EverQuest is similar to other traditional role-playing games in that (1)_____.
Nevertheless, there are important differences between these two. First of all, in EverQuest, (2)_____.
Secondly, interaction among characters is important. For example, together, they (3a)_____,
(3b)_____ or
(3c)_____. Therefore, unlike other games, players in EverQuest have to (4)_____ because the aim of the game is to create cooperation among players. In EverQuest, there are several characters with different skills. The player may choose one of them. He/she can be a/an (5a)_____,
a/an(5b)_____, a/an (5c)_____
_____ or a half elf. The good thing about the game is that players are not superior to each other — no one is better than another. Different types of players may come together on the same team so as to (6)_____.

* (7)_____ is what Virginia Carter likes about the game.

* Jennifer Bowen finds EverQuest challenging because she can (8)_____
_____.

C. Mark the following statements True(T) or False(F).

T F 1. It can be inferred from what Butler says that people playing alone on the Internet tend to get bored and quit more quickly than the ones playing together.

T F 2. When a player buys the software, he doesn't need to buy any other item to become more powerful.

VOCABULARY PRACTICE:

A. Guess the meanings of the italicized words from the text. Then read the following sentences and choose the correct word to fill in the blanks.

(Para. 1)

1. A trend that **promotes** positive social values aims to _____ (encourage/prevent) their development.
2. When a game, film or musical recording is **released**, it is _____ (banned/made available).

(Para. 2)

3. When characters in a game **interact** with each other, they _____ (are out of touch / communicate) with each other.
4. A **cooperative** play is one in which players _____ (help/compete with) each other.
5. The **formidable** fighters in EverQuest are _____ (powerful/weak) and _____ (easy/difficult) to defeat.
6. Because no player is superior, the players form teams to **profit** from each other, that is, they _____ (affect/benefit from) each other's skills.

(Para. 3)

7. When you connect a server **via** the Internet, you get the connection _____ (through/without) the Internet.

(Para. 4)

8. To **prolong** the longevity of the game is to _____ (extend/cut) the time that a game is played.
9. A **subscription** fee is the money you pay _____ to (rent/receive) a product regularly.
10. Players of EverQuest think playing against real and unpredictable people online is a **challenge**, or a(n)_____ (difficult/easy) task.

B. Fill in the blanks with the correct forms of the words from part A.

* Interactive computer games have become increasingly popular in the past 20-25 years, especially among young people. There is a growing number of games which can even be played (1)_____ a network. Some games emphasize participation and fun while others require defeating someone. The former type of game is known as a (2)_____ game, whereas the latter is a competitive game. The content and contexts embodied in games tend to reflect the interests and fantasies of their largest user group, who are young and generally male. However, it is not very easy to produce a game that is a (3)_____ for this user group.

* Nowadays, there are thousands of games to choose from, and everyday, with more sophisticated technology new games are (4)_____ . MMORPG – the Massively Multiplayer Online Role-Playing Game – is one of these games. In this online computer role-playing game, a large number of players (5)_____ with one another in a virtual world. As most MMORPGs are commercial, like EverQuest and World of War Craft, players must either purchase the client software for a one-time fee or pay a monthly (6)_____ fee to play. The increasing success of MMORPGs has encouraged the entrepreneurs to look for new ways to use them for financial success and they have begun to produce MMOG software engines, which will be generic tools that make it much easier for individuals to produce their own MMOGs for (7)_____.

* There are different views on the effects of exposure to computer games. The ones with the positive view claim that computer gaming can (8)_____ thinking and creativity because the artificial intelligence in these games makes the computer a (9)_____ and realistic opponent for users to deal with. On the other hand, the ones with the intense worry that computer games will (10)_____ game playing time and thus, cause – mainly upon children – a number of physical and psychological problems which may include the following: obsessive, addictive behavior, personality changes, learning disorders, and health problems due to lack of exercise.

67 KINGS OF THE ROAD

1 The Tour de France is the largest annual sporting event in the world. This cycling race round France lasts for twenty-five days and covers 4,000 km. There are only between 120 and 140 professional cyclists in the race and about 20,000 race officials, technicians and newspaper, radio and TV reporters. However, this figure does not include the 26,000 policemen who are involved nationwide in helping to clear the roads at the approach of the cyclists and keeping under control the vast crowds of spectators on the roadside.

2 The route, though different every year, has four fixed parts: the Alps, the Pyrenees, the Massif Central and, of course, Paris, where the race ends. The route is changed every year in order to cover as much of France as possible. Some parts of the country are difficult to include in the route, but the race organizers try to ensure that this happens at least once a decade as it makes the Tour a truly national event which affects the whole country.

3 The first Tour de France was held in 1905. It wasn't the first bicycle road race, which had taken place 20 years before, but it was certainly the most ambitious. The Tour was the brainchild of the editor of a cycling magazine, Henri Desgarge. Desgarge was an early cycling enthusiast who had started his professional life in a solicitor's office as a clerk. He had been sacked by his employers when he was seen riding a bicycle with bare legs! Later he became a professional cyclist, and then, he turned to journalism. He also started the Tour, which was financed by his magazine. The Tour originally provided massive publicity for his magazine. However, the funds required to stage it soon became too much for his magazine to bear on its own. Therefore, commercial sponsorship, or the giving of money to the race by companies in return for advertising, entered the Tour de France at an early stage.

4 In the early days, when there were no service cars to help the riders with repairs along the route, riders had to carry out all their own repairs without any assistance. On one occasion, a bicycle's front forks, to which the front wheel is attached, broke. The only solution for the rider was to pick up his bike and run for nearly ten kilometers to the next village. When he reached the village, he took his bike to the local blacksmith, who was more used to making shoes for horses. Therefore, he had to repair the bicycle himself. However, because he could not operate the bellows (which blow air into the fire to make it hotter) and mend the bike at the same time, he asked a young lad to operate the bellows. Once the forks were mended, he got back on his bicycle and continued the race even though he had lost two hours. The race organizers did not make themselves at all popular with the public or the rider when a penalty was imposed on him for having accepted outside help from the boy operating the bellows!

5 Nowadays, the support service enjoyed by riders is considerably more sophisticated and well-developed. Riders rarely enter the Tour de France as individuals, but form part of a highly organized team financed by major bicycle manufacturers. Each team has its own service van which can carry out rapid roadside repairs. Although the riders have benefited from the technical and financial support given, they have lost the opportunity for their individual talents because now the team system dominates. The leader of the team, or star, has been decided on before the race. The other riders know from the start that their main job is to ensure that it is the star of their team who wins overall. The whole system is based on the fact that two riders together can go faster than one. They are helped by the slipstream: the second rider in a pair does not have to work so hard to maintain a particular speed because the first rider takes the entire headwind, and the second rides easily behind him without having to struggle against the wind. There is also the psychological effect of being part of a group. The rider who feels weak at any point will be encouraged to try harder by the sight of other riders catching up on him or moving further ahead of him.

6 The race is much more highly organized nowadays and it is rare that anybody other than the predetermined star wins. Nevertheless, the Tour is still an unusual and exciting sporting event and a great spectator sport.

A. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. a clever and original idea, plan or invention (n.) (para. 3) : _____
2. previously decided or chosen (adj.) (para. 6) : _____

B. Complete the following statements using the information in the text.

* The organizers change the route every year so that the Tour can (1)_____ _____. They also try to include some difficult parts of the country at least every ten years in order to (2)_____ _____.

* In the early days of the Tour, the riders used to (3)_____ _____. On one occasion, a rider had to mend the front forks of his bike on his own and lost two hours. Nevertheless, (4)_____ _____. However, the organizers punished him because he (5)_____.

* Today, there aren't many individual riders in the tour. Instead, there are teams that are sponsored by (6a)_____. Moreover, these teams have (6b)_____ that are used for (6c)_____.

C. Mark the best choice.

1) Which of the following is **FALSE** according to the text?

a) One of the reasons that make the Tour the largest sporting event is the high number of officials, technicians, reporters and the policemen in charge.
b) The first bicycle road race, which had been organized in 1885, was not as ambitious as the Tour de France.
c) Commercial sponsorship for the Tour started at an early stage because Henri Desgarge's magazine couldn't provide enough money.
d) Henri Desgarge was sacked from the solicitor's office because his employers didn't approve of his being a professional cyclist.

2) Which of the following is **TRUE** about the teams in the race?

a) Each rider on a team is able to show his own talent.
b) The responsibility of the riders on a team is to help their leader win.
c) Every rider has to keep a particular speed to take the headwind.
d) The team system has a negative effect on the rider who feels weak.

68 KINGS OF SPRAY

1 Judging from the crowd, it could have been any trendy gallery opening in New York or London. Slim and beautiful women in their expensive clothes clutched Gucci bags as they wobbled around on high-heels. Men in their Yves St. Laurent suits talked about a painting's "sense of color" and "emotion". The only people who seemed out of place were the artists themselves — a small group of tired-looking young men — Mak 1, Mantis and Eeb. They work not in oils or pastels but in spray paint, producing graffiti art in Cape Town, and they've always done their best work under cover of night, when nobody else is looking.

2 Impressed by the enormous murals (pictures painted on the walls) brightening large streets of the city, Cape Town's gallery owners have begun inviting the graffiti artists to exhibit their work on canvases. The shows have become so popular that most of the artists can now make a living solely off their graffiti. Advertisers, corporations, political candidates — even private art collectors — commission them, sometimes for as much as 10,000 rand (about $900). Two of the country's top graffiti artists, Mak 1 and Falko, have been hired to decorate buildings for the next Summer Olympics. At home, they lecture at universities. They have recently organized a 'graffiti tour' of Mitchell's Plain, the neighborhood where they painted their first murals.

3 Therefore, it came as a surprise two months ago when city officials announced a crackdown on graffiti. Indeed, officials hoping to lure tourists and investors suddenly decided that the graffiti was unsightly. City councilor Jean Pierre Smith announced a new package of laws that would regulate spray-paint sales, confiscate artists' property and initiate a 24-hour "graffiti hot line" for citizens to report unlawful painting. Offenders could be fined up to 2,000 rand (about $180) and even sent to jail. A few weeks ago, police made their first graffiti arrests in years. The culprits were a pair of academics protesting the proposed bylaws by spraying the words FREE ART on an overpass. "We felt the new laws sounded extremist and unfair," says one of the culprits, Clinton Osbourn, a design teacher at Zonnebloom College. "There are a lot of artists who put a lot of energy into making big, beautiful public murals."

4 Contemporary graffiti art started in the 1980s in Cape Town's mixed-race, or colored, communities. Inspired by television images of New York buildings and subway trains covered with graffiti, a few young artists created their own tags, spray-painting their signatures on walls. "Under apartheid policies, our schools didn't have a proper art program," says Falko, "so we didn't have any training or materials, but we wanted to make our environments more beautiful." Today, graffiti has spread to the affluent southern suburbs, and is becoming popular elsewhere in the country as well. Two of Cape Town's most admired artists — Mantis and Tyler Murphy — are white. "I was the first white friend Falko ever had," says Murphy. It took him a while to win acceptance. At first, Falko's crowd nicknamed him "Herald," after a racist newspaper, but eventually he proved himself. Now, Murphy says, "the graffiti scene is the only place in Cape Town where everyone is judged strictly on skill. We don't care what you look like because so many of us are rootless ourselves, trying to create a culture that's not like the one we grew up in."

5 Even graffiti art's staunch opponents are reluctant to criticize these artists' murals, so officials are careful to distinguish the murals from tags, the ugly signature scrawls that spoil the city landscape. While they're hoping to eradicate tagging, they don't want to ban murals outright. "We simply want to regulate them, the way you would regulate putting up a billboard," says Executive Councilor for Safety and Health Ian Neilson. "It is obvious the officials aren't taking us seriously," says Falko. "Anyway, they need to focus on what's really making the city ugly: poverty, homelessness, crime."

A. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. hire someone to do a special piece of work (v.) (para. 2) : _____

_____

2. attract (v.) (para. 3) : _____
3. take a possession away from someone as a punishment (v.) (para. 3) : _____

_____

4. a political system in which people of different races are separated (n.) (para. 4) : _____

_____

5. having a lot of money or possessions, rich (adj.) (para. 4): _____

_____

6. loyal in supporting a set of beliefs or opinions (adj.) (para. 5): _____

_____

7. eliminate, end (v.) (para. 5): _____

B. Answer the following questions.

1. What encouraged Cape Town's young artists to start creating murals?

_____

_____.

2. According to Falko, what should the officials eliminate instead of graffiti?

_____

_____.

C. Mark the best choice.

1. Cape Town's graffiti artists _____.

   a) are now exhibiting their work in New York and London galleries
   b) usually prefer painting while people are watching them
   c) have impressed the city's gallery owners with their work
   d) can not make a living painting the walls of the city

2. Which of the following is **TRUE** according to the text?

   a) Mak 1 and Falko, two famous graffiti artists in Cape Town, are quite likely to achieve
   international fame in the future.
   b) There are many graffiti tours to Mitchell's Plain, for graffiti art in Cape Town first started there.
   c) Despite their popularity outside, graffiti art and artists are ignored by the academic circles in Cape Town.
   d) City officials have been surprised by the restrictions imposed on artists producing graffiti.

3. Clinton Osbourn _____.

   a) is a graffiti artist who was arrested while painting a mural
   b) protested the city officials' decision to ban graffiti
   c) blames other artists for making big public murals
   d) finds some of the artists' work extreme and unlawful

4. Which of the following is **FALSE** according to the text?

   a) At first, Falko's crowd didn't want to include Murphy as one of their group
   b) Falco's friends are mostly colored, or black, people.
   c) Skill is the only criterion in Cape Town to judge someone's graffiti art.
   d) Falko's friends used to praise Murphy by calling him Herald.

69 THE ART AND PSYCHOLOGY OF MOTION PICTURES

1 The most powerful characteristic of motion pictures is their immediacy. In other words, a film is not just a photograph of the real world; it also shows us what it is like to move about in it. No other art form touches its audience and involves them in itself so directly. In order to understand the power of motion pictures, you must know about the art of motion pictures (how a film works) and its psychology (how it works on us). Motion is the key to understanding how immediacy is achieved. On-screen motion is produced by one of three things: the movement of objects or persons in front of a motionless camera, the movement of the camera itself, the movement produced by editing the film, or some combination of these.

2 It is possible to make a film without moving the camera. The director can put the camera in one place and leave it there to film an entire production. Most of the earliest filmmakers did just this. The actors moved in these early films but the camera did not. The camera simply recorded the action. This type of film-making was soon criticized as 'uncinematic'. Thus, while it is possible to make a film without moving the camera, it is rarely done today.

3 It is also possible to make a film without editing. The British director, Alfred Hitchcock, experimented with this in *Rope* by shooting in one continuous take. Similarly, the character being filmed may remain stationary. American artist Andy Warhol once made an experimental film called *Empire* in which nothing moved. He simply left a camera filming in one spot in front of the Empire State Building for eight hours. The only thing that changed during that time was the light.

4 However, even when the actors move, the audience does not necessarily get a feeling of immediacy. When the only motion comes from the character being filmed, the effect is similar to an actor crossing a stage. The film simply records the action. This kind of motion is not likely to make audiences feel emotionally involved with the characters or the story. What creates that involvement is the camera motion and editing.

5 There are two kinds of camera motion. The camera can remain in one place and change its relation to the character with different kinds of shots. The camera can also change its relation to the character by being moved from one place to another. For example, the opening segment of Orson Welles's *Citizen Kane* begins with a shot that moves slowly past a fence with a 'No Trespassing' sign, through the garden, and then into the house of Charles Foster Kane. It stops only when it reaches the main character, Kane himself. The camera's position, like that of the audience, is that of an outsider. In another example, Hitchcock uses a moving camera to make audiences feel like insiders in *Vertigo*. Here both a tracking camera and a zoom lens are used to shoot down into a tower stairway.

6 The technical capacities of the camera also make it possible for the director to control what the audience sees. The close-up, the zoom, the tracking camera let him make the audience focus on a particular aspect of a scene even if they do not want to. These techniques and the ability to put the audience in the middle of the action on screen — on a running horse, inside a prison cell, in front of a judge and jury — help to explain film's immediacy.

7 The less obvious kind of motion produced by editing is just as important to the art of film. Editing greatly increases the director's ability to control the elements of a story and the audience's relation to that story. A film is not acted out from beginning to end in front of a camera. It is constructed piece by piece, from separate 'takes'. The ability to edit films gives filmmakers another advantage that playwrights do not have. First, it frees the filmmaker from presenting a performance that takes place in one place at one time. Second, editing can break down individual actions into their parts. This makes it possible to show the same action as taking a long time or a very short time. In Sergio Leone's *Once Upon a Time in the West*, editing makes a two-minute wait at a train station seem to take a very long time. In the 1980's action thriller *Bullitt,* editing creates the fast-paced excitement of a car chase. Lastly, editing also

makes it possible to mix two or more stories. Every movie fan is familiar with the suspense created by moving between the hero and the approaching bad guy.

8 No matter what the director's goal is, film offers a number of different ways that he or she can control and direct the audience's response. It is the use of these capabilities that makes film an art and is responsible for its greatest special effect, its immediacy.

A. Find the words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. stable, without movement (adj.) (para. 3) : _____
2. the feeling of anxiety and uncertainty while waiting for something to happen (n.) (para.7) : _____.

B. Complete the statements below using the information in the text.

* Some film effects may be created by one or the combination of (1a)_____, (1b)_____ and (1c)_____.

* Most of the earliest filmmakers (2)_____ _____. However, this sort of filming was soon found uncinematic.

* Hitchcock (3)_____. For example, he shot his famous film, *Rope*, using this method; that is, in one continuous take.

* (4)_____ are the two factors that make the audience feel emotionally involved with the characters or the story.

* In the film, *Vertigo*, Hitchcock used a/an (5a)_____ and a/an (5b)_____ to make the audience feel like (5c)_____.

* The technical capacities of the camera are very important because, by using them, the director can (6)_____.

* Directors use editing to have control over not only the story but also (7)_____.

* In contrast to (8)_____, filmmakers are at an advantage because they can (9)_____. The first advantage is that the filmmaker does not have to (10)_____. _____. Secondly, he can (11)_____ _____. As a result, the same action can be shown as much longer or shorter just like the train station scene in Leone's film. Finally, the filmmaker is able to (12)_____ _____ with the help of editing.

C. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) Film is the only art form that involves the audience completely.
   b) In Andy Warhol's experimental film nothing changed during filming.
   c) The camera's position in *Citizen Kane* is like the position of the audience.
   d) In a film, it is possible for the director to control the response of the audience.

Economics

70 ENOUGH!

"The world's richest man is a poor man at times compared to the man with a satisfied mind." ***traditional folk song***

1 Americans are the world's greatest consumers. However, many people are beginning to realize that this materialism is slowly destroying the environment. As a result, some people are changing how they live. They are starting to live simpler, less wasteful lives.

2 Joe Dominguez and his partner Vicki Robin are two of the leaders of this movement toward simplicity. They are the authors of the best-selling book *Your Money or Your Life* and directors of the New Road Map Foundation. They offer their followers a simple message: You don't have to have a high-stress life. You can simplify your life and enjoy it more. You can stop being so wasteful and materialistic. You don't have to be a part of America's consumer culture.

3 Is there a lot of dissatisfaction with the American work-buy-spend-and-throw away lifestyle? In a poll conducted last summer, 66 percent of the people said they would be happier if "they were able to spend more time with family and friends." Only 15 percent said that they would feel more satisfied if they "had nicer things in their homes."

4 Americans are trying to live simpler lives because they can see that their consumer culture has replaced values with material goods. Working long hours and making more money gives them more buying power than ever; however, it is not making them happy. In fact, it's making them miserable. According to the Merck poll, 82 percent of Americans agree that "most of them buy and consume far more than they need." The poll also found that 28 percent of Americans are actually trying to change the way that they live. They "voluntarily made changes in their lives that resulted in making less money" in order to have "a more balanced life." One person who did just that was Anna Quindlen, a journalist at the New York Times. Everyone expected that she would become the next editor. Therefore, they were astounded to learn that she had decided to quit her job to stay home with her children and write novels. Another successful person who decided that his career was not a priority in his life was William Galston, an advisor to President Clinton. Galston quit his job when he got a letter from his 10-year-old son, who wrote, "Baseball's no fun when there's no one there to cheer for you."

5 Galston and Quindlen are part of the 51 percent of Americans who "think it would be nice to have more free time, even if **it** meant less money." That's not surprising when you find out that per capita consumption (the amount we spend per person) has risen 45 percent since 1970, but the quality of life has decreased 51 percent. Another survey found that approximately one third of all Americans would be willing to take a 20 percent cut in their income if **they** or their spouses could work fewer hours.

6 Although the new movement toward "voluntary simplicity" is growing rapidly, it's still relatively small. For now, most Americans feel dissatisfied with their lives, but find it difficult to change. Surveys show that a majority of young American people actually believe that it's "extremely important" to have at least two cars, the latest clothes, an expensive stereo and a vacation home. In 1987, a poll found that 93 percent of American teenage girls considered shopping to be their favorite activity.

7 Nevertheless, a great change may be at work in America today. *Your Money or Your Life* has now sold more than 400,000 copies since it was published in 1992. This, obviously, could have made Robin and Dominguez rich. However, they haven't kept any of the book's profits. All of the money has gone to their foundation. They live on $6,000 a year each. "I was working in the theater, trying to go up the career ladder," says Robin. "But then, twenty-five years ago, I met my partner, Joe Dominguez." Dominguez grew up poor but got rich working on Wall Street. He helped people make money by investing their money in the stock market. That job

showed him that money shouldn't be so important in people's lives. "When you get rich, you get more money, but you don't necessarily get any happier," he says.

8 Dominguez created a nine-step program to teach people how to simplify their lives. "Through the program you discover how much is enough for you to have a comfortable life, with nothing in excess," Robin says. "You learn how you can save most of what you earn so that you have a nest-egg that makes money for you. It's a very, very simple, straightforward and practical process."

9 Dominguez and Robin know that voluntary simplicity is also important on a global level. "It's becoming clear that we cannot continue to consume resources as quickly as we are," Robin says. "If other people in the world imitate the American way of trying to buy happiness, we will destroy our world. What other people should see is that even though we're the richest nation on Earth, many people are not happy. Studies show we're no happier now than we were in 1957, when there were no microwaves in every kitchen and computers in every bedroom. We've hit a happiness ceiling."

A. What do the following refer to?

1. it (para. 5) : _____
2. they (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. very surprised (adj.) (para. 4) : _____
2. give a loud shout of encouragement (v.) (para. 4) : _____
3. a large amount which is more than enough (n.) (para. 8) : _____

C. Mark the following statements True (T) or False (F).

T F 1. It can be understood from the text that being materialistic, most Americans lead stressful lives.

T F 2. Studies revealed only a few Americans are unhappy with what they have at home.

T F 3. Americans who have actually chosen to have more free time over more money outnumber those who haven't.

T F 4. The majority of the young Americans agree with adults regarding the fact that they need to lead simpler lives.

D. Mark the best choice.

1. Which of the following relates to American lifestyle?
   a) They are able to change their way of life easily.
   b) Material goods have replaced values.
   c) They work longer hours not to waste more.
   d) The rate of per capita consumption and quality of life have both gone up since 1970.

2. Which of the following about Dominguez and/or Robin is **TRUE** according to the text?

   a) They have become rich through the sales of their book, *Your Money or Your Life*
   b) Robin had wanted to become a famous actress before meeting Dominguez.
   c) They believe that countries other than the USA had better not adopt voluntary simplicity.
   d) Working on Wall Street, Dominguez realized how money made people happy.

3. Which of the following is **FALSE** according to the text?

   a) People have recently realized consuming too much is harmful for the environment.
   b) Most Americans are dissatisfied although they spend time with their families.
   c) Dominguez's program aims to help people who want to change their wasteful life styles.
   d) Robin does not think changing one's life style is a complicated and difficult process.

E. Answer the following question.

1. What does "We've hit a happiness ceiling" in para. 9 mean?

_____

_____

71 AFFLUENZA

1 ____(1)___ For example, the typical American family today owns more goods than the one which existed fifty years ago. They have second cars and televisions, VCRs, CD players, kitchen appliances and clothing that ***exceed*** the living space they have. As the income of today's family has increased, so have the number and frequency of purchases.

2 ____(2)___ However, for anti-consumer groups, overconsumption and materialism are sicknesses. A recent Public Broadcasting Service documentary coined the term affluenza, which describes the consumption of material goods in a strongly negative way. It is described as an epidemic of stress, overwork and waste caused by ***determined*** followers of the American Dream. It is also described as an addiction to ***unsustainable*** economic growth.

3 ____(3)___ Affluence means ***prosperity*** and richness, and influenza is a formal word for the illness, flu. According to anti-consumer and environmental rights organizations, the high consumption lifestyles of affluence cause people to be less happy even though they are acquiring more "things". The major negative effect on the environment is that overconsumption is responsible for the ***depletion*** of the world's natural resources, anti-consumer groups argue.

4 ____(4)___ For example, Noam Chomsky, a Massachusetts Institute of Technology professor, points out that the United States has five per cent of the world's population, yet consumes forty per cent of the world's resources. Chomsky says, "a lot of that consumption is artificially ***induced***—it doesn't have to do with people's real wants and needs, they are just encouraged to consume. People would probably be better off and happier if they didn't have a lot of those things".

5 ____(5)___ An activist group called Overcoming Consumption warns that consumerism causes people to chronically purchase new goods and services, with little attention to their true need, durability, product origin or the environmental consequences of manufacture. Furthermore, the group observes that an artificial, ongoing and ambitious ***pursuit*** of things and the money to buy them has replaced the normal desire for an ***adequate*** supply of life's necessities, community life, a stable family, and healthy relationships.

6 ____(6)___ Today's families are replacing items much more frequently than in the past. For example, many Americans now treat clothing as "disposable," and they ***discard*** clothes when fashion changes, creating a boom in thrift stores, consignment shops, and yard sales. New Threads, a nonprofit clothing recycler, reports that the U.S.A.'s eighth largest export is now used clothes. About 2.5 million tons of unfashionable old clothes and rags are sold to the Third World countries every year.

7 ____(7)___ : Buy Nothing Day. The first time that it was celebrated was on September 24, 1992. However, today, the day after Thanksgiving, that is, November 5, is celebrated as the Buy Nothing Day. It has been observed every year since 1992 in the U.S and 15 other countries and it has ***evolved*** into a forum for consumer issues.

8 ____(8)___ As a result, organizations and publications have attacked the advertising industry. Adbusters is a group that critically analyzes the content of advertising. Street Cents, a Canadian Broadcasting Corporation children's consumer program, awards "bouquets" to smart consumers. The show recently awarded a bouquet to the Lakehead School Board in Ontario for refusing to accept $200,000 from McDonald's, Coca-Cola, and Minute Maid to put ads on computer screensavers in schools in their district. Books such as *Marketing Madness*, *Kids As Customers* and *Giving Kids the Business* negatively report that corporate advertisers and marketers are invading American life.

9 ____(9)___ In the U.S., the pre-Christmas season is the most active purchasing time. Recently, San Francisco area-environmental groups sponsored a meeting in Palo Alto, California, to discuss alternative holiday gift giving. Speakers encouraged participants to give friends and family members "gift-exemption certificates", which say that they already have plenty of 'stuff' and that friends and family members don't need to buy any gifts. Instead, these certificates suggest celebrating the beauty of the Earth's natural environment.

A. Nine sentences have been removed from the text. Choose a sentence from the list (A-K) below to fill each gap (1-9) in the text. Write the correct letter in the corresponding blank. There are more sentences than you need.

A. Many anti-consumer academicians severely criticize the exaggerated consumerism in developed countries.

B. Consumerism has turned out to be an epidemic causing people to throw away and waste products as quickly as possible just to buy brand new ones instead.

C. Modern-day families are buying more than ever before.

D. Another point that the activists put forward is the rising trend of consumerism in society and its negative effects on the relationships among people.

E. For many people, economic growth and an increase in possessions are signs of progress.

F. The term affluenza combines two words: affluence and influenza.

G. By throwing away products quickly, consumers have proven to be valuable for manufacturers.

H. One of the points disregarded by anti-consumer activists has been the effects of consumerism.

I. Anti-consumer activists also maintain that advertisements trigger overconsumption.

J. Special days on which people shop a lot have been another concern of the anti-consumer activists.

K. The anti-consumer movement has even produced a new holiday.

B. Find words in the text that mean the following. Write one word only, and do not change the form of the word.

1. invented, created (v.) (para. 2) : _____
2. attacking, occupying (v.) (para. 8) : _____

C. Mark the following statements (T) True or (F) False.

T F 1. The epidemic of affluenza has been attributed to the American people's desire to follow the American Dream.

T F 2. According to anti-consumer activists, buying more helps people cope with their unhappiness.

T F 3. Despite its relatively small population, America consumes nearly half of the world's resources.

T F 4. Americans discard their clothes so that people in developing countries can use them.

T F 5. Buy Nothing Day has always been celebrated after Thanksgiving Day.

T F 6. Computer screensavers in schools in Ontario have advertisements on them.

T F 7. Gift-exemption certificates are intended to contribute to the preservation of the environment.

D. Answer the following questions.

1. According to Chomsky, how can people become happier and be in a better situation economically?

_____

_____.

2. Write two points that consumers disregard while constantly buying new products.

a)_____

b)_____.

3. Which sentence in the text indicates that movement against consumerism is spreading internationally?

_____

_____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____	1. exceed (v.) (para. 1)	a)	can't be maintained at the current rate or level
_____	2. determined (adj.) (para. 2)	b)	reduction of supplies of energy, money etc. in amount
_____	3. unsustainable (adj.) (para. 2)	c)	effort to achieve, obtain something over a period of time
_____	4. prosperity (n.) (para. 3)	d)	throw something away; get rid of
_____	5. depletion (n.) (para. 3)	e)	be greater than something or go beyond the limits
_____	6. induce (v.) (para. 4)	f)	sufficient in quality or quantity
_____	7. pursuit (n.) (para. 5)	g)	gradually develop into something more complex
_____	8. adequate (adj.) (para. 5)	h)	cause something to happen
_____	9. discard (v.) (para. 6)	i)	feeling or showing firmness or a fixed purpose
_____	10. evolve (v.) (para. 7)	j)	the state of having a lot of money and being successful

B. Fill in the blanks with the correct form of the words from part A. Use each word only ONCE.

Consumerism is an addiction to satisfying one's needs through material things. (1)_____ by consumer demand which now accounts for two-thirds of all U.S. economic activity, consumerism has become a syndrome partly because Americans are exposed to hundreds of advertisements each day, and from early age, television and films have taught us to associate success with (2)_____. Over-consumption is the shadow of consumerism, touching into environmentalism because of the vast amounts of land, power, plastics, fossil fuels, etc. that corporations must use to satisfy consumer demand. Consider that America, with only 6% of the Earth's population, currently consumes 30% of the Earth's resources. Although some of this consumption is not harmful, it still has given rise to environmental activism because resources that a variety of corporations use are not infinite and this causes resource (3)_____.

Excessive (4)_____ consumption also leads to overpopulation. Overpopulation occurs when the population of a living species (5)_____ the carrying capacity of its ecological place, so overpopulation is not actually a function of the number or density of the individuals, but rather the number of individuals compared to the resources they need to survive. If a given environment has a population of 10, but there is food and drinking water (6)_____ for only 9 people, then that environment is overpopulated.

Over-consumption has also created a class who suffer from affluenza. Simply put, affluenza is the harmful or unbalanced relationship with money or its (7)_____. Since World War II, the obsessive quest for material gain has been the principle of the American way of life, which has (8)_____ into a society where people pursue more. At the beginning, it was thought that growth was good for the economy. However, the trend has gradually gone out of control. People now seek ergonomically-styled toothbrushes. Parents make frenzied trips from one McDonald's restaurant to another to get the latest toy. Now parents are (9)_____ to take on second jobs to get that third vehicle or that new computer system. Things are (10)_____ for better ones but where does it end? At its most extreme, affluenza threatens to exhaust the earth itself. We human beings, especially in this century, have been producing and consuming at a rate that far goes beyond the ability of the planet to absorb and this must immediately be stopped.

72 SALE OF THE CENTURY

1 Privatizing Italy's cultural heritage has long been the developer's dream: 20,000 square meters of excellent property in the heart of Rome. Simply convert the Colosseum, one of Rome's most spectacular historical sites, into a huge shopping mall. And why stop at Rome? A spectacular theme park and resort could go up on the island of Elba. Hundreds of kilometers of pristine Mediterranean beaches could house retirement communities or tourist resorts.

2 The Colosseum may never go on auction, but a government plan to raise cash has alarmed preservationists. In need of cash and to keep off critics who say it doesn't adequately care for the country's cultural treasures, the Italian government is considering a new solution: sell ***them*** off.

3 Of course, officially, it sounds better than that. Ministers speak of "privatization," the policy of transferring state-owned money-losing property to businessmen who supposedly can manage them more efficiently and turn a profit. Properties that can't be sold entirely could be rented out to corporations that will handle their maintenance.

4 Not surprisingly, the very idea has started protests. The first big one comes next week, when Italy's leading environmental group, Legambiente, launches its big campaign, "Italy is not for sale," with nationwide marches. The group has cleverly exaggerated the bills of sale.

5 Selling off some high-maintenance property would solve a lot of problems for Italy. The country has more UNESCO World Heritage sites than any other, except for Spain. But a study released in November accused Italians of blatant neglect. Pollution in city centers like Naples, Rome and Florence tops the list of offenses. Buildings threaten to bury Pompeii in concrete. And then there are the famous floods of Venice. Italian governments have long been stingy with funding for cultural preservation – it's no surprise, given the country's €16.6 billion deficit and €1.33 billion public debt. Indeed, the driving force for the cash-raising scheme comes from Italy's richest man: Prime Minister Silvio Berlusconi. In May 2001, he made a campaign promise to renovate Italy's problem areas at a cost of more than €126 billion over 10 years -- and now the bill is coming due.

6 The government first hinted at the plan to sell public property for profit this summer, but the president of the republic, Carlo Azeglio Ciampi, was against ***the idea***. At his insistence, the government prohibited any outright sales of major national monuments. Italy also passed laws forbidding the destruction, movement or sale of monuments to foreign governments. And any sale of larger, more outstanding sites will be managed and supervised by the Culture Ministry.

7 Nobody really expects the Colosseum in Rome or the Uffizi galleries in Florence to be sold. Mostly islands, beaches, small monuments and 3,000 museums that are either a financial burden for the government or are in desperate need of renovation and restoration are expected to go on the market. And for the large-scale sites like the leaning Tower of Pisa or the ruins of Pompeii, it is likely that the government will offer licenses to sell entrance tickets or grant contracts for restaurants and sanitary services. This has made the unions furious as private firms would likely hire their own workers, putting many contract and part-time government workers out of jobs. In reality, more than 100 state-run museums, libraries and restaurants in Italy are already run by third-party management. The Vatican galleries, which are private, use such a plan -- the sites are kept cleaner and are better maintained.

8 The big fear is that foreign corporations will come in and take over. Berlusconi, when announcing the plan, tried to calm fears: "The government does not intend to sell sites that are the cultural heritage of this nation," he said. But Giulia Maria Crespi, who heads the Italian Environmentalist Federation, fears the worst. "If a person buys a beach, he does it to make a profit for himself," she says. "Soon the place will become a Disneyland full of noise and concrete. But if Italy cannot adequately take care of its heritage and these cities and sites fall into further disarray, who owns them won't really matter."

A. What do the following refer to?

1. them (para. 2) : _____
2. the idea (para. 6) : the idea of _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. public sale of goods and property (n.) (para. 2) : _____
2. obvious or deliberate (adj.) (para. 5) : _____
3. unwilling to spend money, mean (adj.) (para. 5) : _____

C. Mark the following statements True (T) or False (F).

T **F** 1. The campaign led by Legambiente against privatization of Italy's cultural heritage will be carried out all over the country.

T **F** 2. Italy is the only country which possesses the most historical sites as part of the world's cultural heritage.

T **F** 3. By law, foreigners are not allowed to buy monuments in Italy.

T **F** 4. Presently, only the Vatican galleries are run by private management in Italy.

D. Answer the following questions.

1. What does the government expect businessmen to do once privatization has been realized?

_____

_____.

2. What could the Italian government consider renting out?

_____

_____.

3. Why are unions against the privatization of sites like Pompeii and the Leaning Tower of Pisa?

_____

_____.

73 WHY EUROPE MUST SAY YES TO TURKEY

1 Should the European Union open membership talks with Turkey? Turkey is already in all the other big European organizations, from the Council of Europe to NATO. So long as it fulfills the Union's usual membership criteria, there might seem little reason not to take it. After all, this club has just let in a diverse group of mostly ex-communist countries from Central and Eastern Europe.

2 Yet, Turkey is different from **these**, in four key respects. It is very large; it is poor; not all of it is in Europe; and it is Muslim. In the past, it suffered from plenty of failings, ranging from political as well as economic ***instability*** to the interfering role of its army to a record of human-rights ***abuses***. These made it easy for the Europeans to avoid previous Turkish bids to join. But over the past two years, the government of Recep Tayyip Erdoğan's Justice and Development Party has enacted a number of reforms, in the hope of meeting the "Copenhagen criteria" that govern eligibility to join the EU.

3 In two weeks' time, the European Commission will publish its assessment of whether Turkey has done enough. It is expected to recommend that entry talks start soon, meaning early next year. In December, EU leaders must decide at a summit meeting if they agree.

4 Plainly, a decision to ***negotiate*** Turkey's entry will entail risks for the EU. Start with its size. Turkey already has 71million people. If it joins the EU, within 15 years it will overtake Germany as the biggest member, with the heaviest voting weight in Brussels and the largest national block in the European Parliament. Yet even then it will have only 15% of the total EU population, and it will be just one of 28 or 30 countries –hardly a position from which to ***dominate*** decision-making. There is no logic in **barring** a country because it is big: indeed, it could be argued that the EU suffers from the smallness of many present members.

5 Poverty is harder. Turkey's GDP per head is only 29% of the EU average, way below all existing members. Over a third of its people work in agriculture. The ***prospect*** of having to pay huge amounts to Turkey already gives Europe's finance ministers the chills. The risk that waves of poor Turks might migrate westwards **does the same** to interior ministers. Yet even if entry talks start next year, Turkey is unlikely to join for at least ten years. There will be a long transition period before workers move freely. For their part, the Turks are not seeking financial aid: they want foreign investment.

6 Next is the question of whether Turkey is even in Europe. The EU's treaties are vague on the Union's physical boundaries. But nobody ***disputes*** that a part of Turkey, including its biggest city, Istanbul, lies on the European continent. Most of Cyprus, which has just joined the EU, is east of Ankara. In any case, Brussels conceded as far back as 1963 that Turkey was sufficiently European to be a candidate one day. Now it cannot go back on its word because of geography.

7 Which leaves the fourth and biggest worry of all: Islam. The European Union is not a Christian club. Already as many as 12 million EU citizens are Muslim, and the Union's founding articles include respect for religious freedom. The religious argument against admitting Turkey rests on two other propositions. One is that Islam is, by its very nature, ***incompatible*** with a secular, liberal democracy. The other is that Islamic fundamentalism is on the rise in the Muslim world, including Turkey. This is not a case of equating Islam with support for Osama bin Laden. But the two propositions still make many Europeans ***hostile*** to Turkey's plan to join their Union.

8 Yet ever since Ataturk, ***successive*** Turkish governments have been strongly secular. The only other European country that is as strict about ***enforcing*** a separation of religion and state is France; not coincidentally, these are the only two countries that ban the Islamic headscarf in public schools. As for Turkey's democratic record, although it may have been disappointing in the past, it now looks stronger than that of some countries that have just joined the EU. The media are free and lively; parliament has noisy and open ***debates***; Mr. Erdoğan's party was elected by a large majority in 2002.

9 Turkey is the proven example that Islam is ***compatible*** with liberal democracy and thus is the perfect test-case with which to prove **the point** to Muslims throughout the Middle East. Indeed, it is precisely in order to encourage them to buy into liberal democracy that Turkey must be given the benefit of the doubt, and offered EU membership talks. If the Turks move backwards, whether on human rights or on religious fundamentalism, they can always be shown the door again.

10 The long-term effects ***extend*** far beyond Turkey. America and its allies are seeking to foster liberal democracy in the Middle East. In the post-September 11th world, a "no" to Turkey could have catastrophic ***consequences***. If the EU were to turn its back on Turkey now, not only might Turkey's own reforms be under threat, but the Muslim world would widely ***interpret*** it as a blow against all Islam. Conversely, if Turkey becomes part of the European club, it would serve as a guiding light to other Muslim countries that are walking, ever so cautiously, down the path to freedom and democracy.

(Original text from *The Economist* Sept. 18-24 2004)

A. What do the following refer to?

1. these (para. 2) : _____
2. does the same (para. 5) : _____
3. the point (para. 9) : the fact that _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. suitability, appropriateness (n.) (para. 2) : _____
2. evaluation, judgement (n.) (para. 3) : _____
3. involve (v.) (para. 4) : _____
4. admitted (v.) (para. 6) : _____
5. encourage (v.) (para. 10) : _____

C. Mark the best choice.

1. **barring** in para. 4 is closest in meaning to _____.

   a) invading
   b) excluding
   c) supporting
   d) joining

2. Of the four key factors distinguishing Turkey from the new members of the EU, the writer considers its _____ the most serious.

   a) size
   b) poverty
   c) population
   d) religion

3. According to the text, which of the following is **FALSE?**

   a) With its population of 71 million, Turkey could control the decision-making process in the EU.
   b) Democratically, Turkey is better than a few of the countries that have recently been accepted into the EU.
   c) Today, it is more difficult for the Europeans to say "no" to Turkey.
   d) The decision to accept Turkey into the EU will affect other countries' future too.

4. According to the writer, which of the following is **TRUE** about Turkey?

   a) It should do more than referring to the membership criteria.
   b) It has applied for a membership in order to get financial help.
   c) Its media and parliament show that it is a democratic country.
   d) It is likely to become a member within the next following years.

5. The writer's attitude to Turkey's membership in the EU is _____.

   a) cautious
   b) disapproving
   c) supportive
   d) pessimistic

D. Answer the following questions.

1. Name two faults of Turkey that caused Europeans to refuse its membership?

   a) _____.

   b) _____.

2. What example does the writer give to justify Turkey's membership geographically?

   _____

   _____.

3. What are the two reasons why Europeans see Islam as a factor against Turkey's membership?

   a) _____.

   b) _____.

4. What do France and Turkey have in common?

   _____

   _____.

5. What are the risks that could arise if the EU rejects Turkey's application for membership?

   _____

   _____.

VOCABULARY PRACTICE :

The following words are italicized in the text. Fill in the gaps with the words from the box. Use each word only ONCE. Do not change their forms.Be careful! There are more words than you need.

negotiating	**enforcing**	**debate**	**abuses**	**interpreting**
instability	**dispute**	**dominating**	**hostile**	**extending**
consequences	**incompatible**	**successive**	**prospects**	**compatible**

These days, the primary issue that is (1)_____ the meetings of the European Union (E.U.) foreign ministers is the entry of Turkey. There has been a lot of (2)_____ as to whether to accept Turkey as a member or not. Before Turkey is offered a full membership, all 25-member states have to reach an agreement on (3)_____ a framework to open talks with Turkey. However, the arguments are (4)_____ beyond its membership as Turkey's entry case might have an impact in the balance of relations among the other countries in the world. The British Foreign Minister argued that Turkey in the EU would disprove the "clash of civilizations" theory and that would help reduce the tension between the Christians and Muslims and would eventually put an end to the existing (5)_____ relationships. But keeping Turkey out of the EU, he continued, would widen the "theological-political arguments" between Christian and Muslim nations. This is true. Very few will (6)_____ that Turkey is like a bridge between the East and the West. In the current polarized world when the Muslims are being subjected to prejudices and (7)_____, the blocking of Turkey's entry in the E.U. will be the nail in the coffin. On the other hand, it has been mentioned that, Turkey needs to make huge efforts to meet the stringent requirements the EU is (8)_____. However, fulfilling these requirements can not happen overnight. The reasons include: Turkey's large population; its economic (9)_____ and relative poverty. There are also claims that culturally, Turkey is not (10)_____ with Europe.

74 THE RISE OF ASIA

1 The transfer of power from West to East is gathering pace and soon will dramatically change the context for dealing with international challenges. Many in the West are already aware of Asia's growing strength. This awareness, however, has not yet been translated into preparedness. Thus, there lies a danger: that Western countries will repeat their past mistakes.

2 Major shifts of power between states, in addition to regions, occur now and then and are rarely peaceful. In the early twentieth century, the imperial order and the aspiring states of Germany and Japan, willing to become the world's superpower then, failed to adjust to each other. The conflict that resulted heavily affected large parts of the globe. Today, the transformation of the international system will be even bigger, and will require the assimilation of very different political and cultural traditions. This time, the densely populated states of Asia are the enthusiasts willing to play a greater role. Like Japan and Germany back then, **these rising powers** are nationalistic, want compensation for past grievances, and want to claim their place in the sun. Asia's growing economic power is ***transforming*** into greater political and military power, thus increasing the potential damage of conflicts. Within the region, a peaceful resolution hasn't been established in the flash points for hostilities, namely, Taiwan, the Korean Peninsula, and divided Kashmir. Any of them could explode into large-scale warfare that would make the current Middle East confrontations seem like police operations. In short, the risks in Asia are huge and will ***challenge*** the West's adaptability.

3 Today, China is the most obvious power on the rise. But it is not alone: India and other Asian states now have growth rates that could ***exceed*** those of major Western countries for decades to come. China's economy is expected to be double the size of Germany's by 2010 and to overtake Japan's, currently the world's second largest, by 2020. If India sustains a six percent growth rate for 50 years, as some financial analysts think possible, it will equal or overtake China in that time.

4 Nevertheless, China's own extraordinary economic rise is likely to continue for several decades if it can manage the tremendous disruptions caused by rapid growth, such as internal migration from rural to urban areas, high levels of unemployment, massive bank debt, and widespread corruption. At the moment, China is facing a crucial test in its change to a market economy. It is experiencing increased inflation, unhealthy growth in the real-estate sector, and growing ***shortages*** of key resources such as oil, water, electricity, and steel. Beijing is tightening the money supply and big-bank lending, while continuing efforts to clean up the debilitated banking sector. It is also considering raising the value of its currency to lower the cost of imports. If such attempts to cool China's economy -- which is much larger and more decentralized than it was ten years ago, when it last overheated -- do not work, it could crash.

5 Even if it is temporary, such a massive ***collapse*** would have serious consequences. China is now such a large player in the global economy that its health is totally linked to that of the global system at large. China has become the engine driving the recovery of other Asian economies from the setbacks of the 1990s. Japan, for example, has become the largest beneficiary of China's economic growth, and its leading economic indicators, including consumer spending, have improved as a result. The latest official figures indicate that Japan's real GDP rose at the annual rate of 6.4 percent in the last quarter of 2003, the highest growth of any quarter since 1990. Thanks to China, Japan may finally be ***emerging*** from a decade of economic malaise. But **that trend** might not continue if China crashes.

6 India also looms large on the radar screen of global economy. Despite the slowing progress of its economic reforms, India has started an upward movement, pushed by its fast-developing software and business-service industries, which support corporations in the United States and other advanced economies. Regulation remains inefficient, but a quarter-century of partial reforms has allowed a dynamic private sector to emerge. Economic success is also starting to

change basic attitudes: after 50 years, many Indians have finally begun to ignore the sense of victimization caused by British colonial-rule.

7 Other Southeast Asian states are steadily ***integrating*** their economies into a large web through trade and ***investment*** treaties. Unlike in the past, however, China -- not Japan or the United States -- is at the hub of these developments. The members of the Association of Southeast Asian Nations (ASEAN), finally, are seriously considering a monetary union. The result could be an enormous trade bloc, which would ***account for*** much of Asia's -- and the world's -- economic growth. Asia's rise is just beginning, and if the big regional powers can remain ***stable*** while improving their policies, rapid growth could continue for decades.

A. What do the following refer to?

1. these rising powers (para. 2) : _____
2. that trend (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. ambitious (adj.) (para. 2) : _____
2. weak, damaged (adj.) (para. 4) : _____
3. settle down, stabilize (v.) (para. 4) : _____
4. agreements, contracts (n.) (para. 7) : _____

C. Answer the following questions.

1. How is Asia's economic growth affecting the region politically?

   _____

   _____.

2. What problems is China faced with as a result of changing to a market economy?

   _____

   _____.

3. If China decides to increase the value of its currency, what will be the effect?

   _____

   _____.

4. How has their economic success changed Indians' perception of themselves?

   _____

   _____.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) There will be great changes in the way international problems are coped with.
   b) The West was not ready when Asia grew strong in the past.
   c) Economists believe China's economy will be twice as big as that of Japan's by 2010.
   d) Asian economies went through a bad period during the 1990s.

2. Which of the following ideas is **NOT** mentioned in the text?

   a) Huge changes in power usually result in war or conflict.
   b) Despite its high economic growth rate, China still has to deal with problems at home.
   c) Japanese people have started to spend more as a result of China's economic growth.
   d) The West will have to form a trade bloc to protect its economies.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Look them up in your dictionary and write the meanings used in the text.

Word	Meaning
transform (v.) (para. 2)	
challenge (v.) (para. 2)	
exceed (v.) (para. 3)	
shortage (n.) (para. 4)	
collapse (v.) (para. 5)	
emerge (v.) (para. 5)	
integrate (v.) (para. 7)	
investment (n.) (para. 7)	
account for (v.) (para. 7)	
stable (adj.) (para. 7)	

B. Fill in the blanks with the correct form of the words from part A. Use each word only ONCE.

India and China, which have remarkably (1)_____ from economic hardships, are on the way to become the world's fastest growing major economies in the global technological culture. Their research and development centers are sprouting up everywhere and are the seedbeds of the most advanced software platforms, multimedia devices, and other next-generation innovations, so these two giants seem to (2)_____ the entire global economy. However, there are some negative factors that will (3)_____ the management of the potential growth ahead. China and India (4)_____ one-third of the world's population. For the past two decades, China has been growing at 5.5% per year, and India at 6% per year. Both are expected to (5)_____ an annual rate of 7-8% in the next ten years. Besides the high population rate, there is also a high rate of premature deaths, AIDS and unemployment. Each of these is a serious management problem that threatens their economy and everything might eventually (6)_____. To keep their economy (7)_____, they need capital. Yet, two-thirds of China's companies don't earn back their true cost of capital and there is an acute (8)_____ of money. India, by contrast, has Western institutions, a modern stock market, and private banks and corporations. They posted an average of 16.7% return on capital in 2004 (vs. 12.8% in China). In addition, India's banks are in much better shape. However, China has attracted more foreign (9)_____ and so China has risen ahead of India in per capita GDP. In brief, China and India both have strengths and weaknesses, but one thing is certain. They have already worked their way up and begun to control the trademarked technology. If they can truly break free of their dependence on Western technology by (10)_____ with the global economy, within three decades India should pass Germany as the world's third largest economy and by mid-century, China should overtake the U.S. as number one.

75 IMF: AGENCY HAS LOST ITS PURPOSE

1 The International Monetary Fund, along with sister institutions such as the World Bank, has been in the news lately. With Michel Camdessus of France leaving as IMF chief, a nasty fight has developed over the issue of who his successor will be.

2 On another front, a commission created by the US Congress as a condition of giving another $18 billion to the IMF last year has just issued a thoughtful report that everyone should take note of, but is more likely to be overlooked in this election year.

3 It might be helpful to review some of the context and history of this troubled institution. The IMF was set up in 1944 as part of the Bretton Woods international financial system, under which member nations agreed to keep their currency fixed to the dollar, which, in turn, was fixed to gold at $35 an ounce. For the next three decades, it mainly made small loans to developed countries, especially the United Kingdom, to bridge financial gaps created by unwise domestic policies. In 1971, however, the developed countries cut the last ties between gold and currencies, and adopted a system of 'floating' exchange rates, with the values of currencies to be determined by international markets. There really was no role left for the IMF, so it sought ambitious new missions.

4 In time, the IMF became the 'lender of last resort' for poorer nations, using large loans from New York-based banks. The mission was sold as a way to rescue poor countries, but instead, it benefited the international banking community. IMF loans that couldn't be repaid gave the IMF the right to dictate monetary policies in the target countries. For the most part, its standard prescription was to encourage higher taxes and devalued currencies, which made the countries even poorer.

5 In the 1990s, the IMF was used to bail out countries or regions (Mexico, Brazil, Asia) that had economic crises (often worsened by following IMF guidelines) and as a fund to ease the transition from communism to capitalism in Russia and Eastern Europe. Basically, most of the lended money has been wasted or detrimental to the economies it was supposed to help. Political leaders who waste money are motivated to continue doing so because they know that the IMF will help them out.

6 A significant share of IMF money sent to Russia and Eastern Europe has ended up in Swiss bank accounts controlled by top officials. Just last week, there was a show on MSNBC presenting a story told by an FBI agent that hundreds of millions in IMF funds for Ukraine went to the Russian mafia, which supported the political power of corrupt officials, while the United States ignored the scandal for political reasons.

7 The U.S. commission, headed by economist Allan Meltzer, suggests that the IMF should stop large-scale, long-term lending and return to its original mission of making short-term emergency loans. It also recommends that the IMF should cancel loans owed by poor countries that will probably never pay them back. The commission's study is important and should be given broad consideration.

8 **Those reforms** would make the IMF a less harmful institution. It is time, however, to consider eliminating the IMF altogether. After all, bailing out foolish governments only reduces their motivation to abandon bad policies.

A. Find words in the text that mean the following. Write only ONE word on each line, and not change the form of the word.

1. a person who replaces someone in an important job or position (n.) (para.1) : _____
2. harmful (adj.) (para 5) : _____
3. unethical, dishonest (adj.) (para 6) : _____

B. Fill in each gap using the information in the text.

Until 1971, the main function of the IMF was to bridge the financial gaps of developed countries whose economies were in trouble because of (1)_____. When a regime of 'floating' exchange rates was adopted in 1971, there was no role left for the IMF because international markets began to determine (2)_____. As a result, the IMF changed its role to 'the lender of last resort', claiming that it helped (3)_____, whereas it actually helped (4)_____. Because the target countries could not pay back their loans, the IMF started to (5)_____. As a result, these countries became even poorer.

C. Answer the following questions according to the text.

1. Which phrase does the writer use in paragraph 3 to refer to the IMF?

   _____

   _____.

2. In para. 5, who else does the writer criticize other than the IMF?

   _____

   _____.

3. What are the two reforms that the phrase 'those reforms' in paragraph 8 refers to ?

   a) _____,

   b) _____.

4. What is the writer's suggestion about the IMF?

   _____

   _____.

76 ABOLISH THE IMF

1 The International Monetary Fund is lending many billions of dollars to the governments of East Asian countries where banks and other companies have failed. The governments of the United States and other wealthy industrialized countries are pouring ever more funds, money that comes from the taxpayers, into the IMF to make **these loans**. The question is "why should an American or British taxpayer have to bail out* some investors who lost out?" Even worse, why should taxpayers bail out politicians who followed foolish policies? It not only forces taxpayers to subsidize greed and corruption, but ***contributes*** to the growing number of these rescues. The problem with a lender of last resort, like the IMF, is that when it too fails, the entire global economy will collapse in a depression far worse than that of the 1930s. To avoid such a disaster, the IMF should be ***terminated***.

2 The IMF was set up in 1945 as part of the Bretton Woods international monetary agreement that established a new global money and banking system. The United States dollar was to be internationally convertible to gold at $35 per ounce, and other countries fixed the value of their currencies in relative to the dollar. If a country had a temporary shortage of dollars, they would be able to borrow from the IMF. However, the Bretton Woods system was ***unsustainable***, because as the US dollar inflated, other countries traded dollars for gold, and gold was flowing out of the US treasury. In 1971, the US stopped the gold convertibility, and the world went on a floating exchange rate system, where the values of currencies are set by market supply and demand.

3 In accordance with this situation, the IMF changed its mission to become an international bank that made short-term loans to governments. But IMF loans come with strings and stings. These are bad for business, but the IMF leaves governments no choice. IMF conditions usually result in austerity and hardship for people as they require higher taxes on income and sales, and lower spending for social programs. Although some of the aims of the IMF conditions are sensible, such as balancing the government budget and stopping high inflation, they are rather difficult to accomplish.

4 But that's not the only problem; another problem is currency ***manipulation***. Real-estate ***speculation*** in East Asia, for example, led to too much construction and high land values. Investors poured money into these fast-growing economies while the governments kept the value of their currency fixed. Eventually, however, the real estate markets crashed, and took the banks down with them. Thus, the unrealistic currency exchange rates collapsed. The IMF **then** came in with loans to bail out the investors and governments.

5 If this was a one-time event, then people would learn their lesson, and life would go on as normal. Unfortunately, the very existence of the IMF and its policies make these problems occur over and over again. It's like people who live by a river that keeps flooding. The government gives them money to rebuild. It is kind to help people in need, but what happens in this case is that the taxpayers subsidize people living by the river, which is a waste of resources. People who live in the area should buy their own insurance, or else not live there.

6 In the US, bank deposit insurance bailed out the banks that wasted resources in loans to failed real estate projects during the 1980s. The people who put their money into these institutions did not care how foolish or greedy the management was, since the deposits were guaranteed. Similarly, Mexico, Eastern European and East Asian nations followed policies that eventually brought down their economies, knowing that the IMF would bail them out.

7 The IMF is already drained. After bailing out South Korea, Indonesia, Thailand, the Philippines, and other countries, the IMF now only has $30 billion left. What next, if Russia, Latin America and Africa "need" to be helped? It is time to abolish the IMF. Why should governments be borrowing money to subsidize investors and companies? If companies are no longer subsidized by governments and governments no longer subsidized by the IMF, then

maybe, just maybe, they will have to turn to reasonable economic policies in order to compete and survive.

* *help save*

A. What do the following refer to?

1. these loans (para. 1) : the loans which _____
2. then (para. 4) : when _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. support financially (v.) (para. 1) : _____
2. weakened (adj.) (para. 7) : _____

C. Answer the following questions.

1. On which major reason does the writer base his argument that the IMF should be abolished?

   _____

   _____.

2. How did the US decision to stop gold convertibility affect The IMF?

   _____

   _____.

3. In addition to austerity and hardship for the people, countries are faced with other difficulties as a result of the IMF conditions. Write one of these difficulties.

   _____

   _____.

4. In para. 5, why does the writer use the example of the government that subsidizes living by the river?

   _____

   _____.

5. What mistake did the American banks make in the 1980s?

   _____

   _____.

6. Which phrase in para. 7 does the writer use to convey his uncertainty about the future policies of companies and governments?

   _____

   _____.

VOCABULARY PRACTICE:

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
contribute (v.) (para. 1)		

1. In the Philippines, population pressure on natural resources _____ to deforestation, erosion and the degradation of the environment.
2. The European Union intends to make a positive _____ to the peace process on the Korean Peninsula in the future.
3. In the latest report it has been declared that poverty is a _____ factor in the increase in the crime rate.

Word	Definition	Different Forms
terminate (v.) (para. 1)		

4. Although employers in the holiday camps sector have the right to _____ seasonal workers' employment before the end of the season, they seldom have to exercise this right.
5. During pregnancy, if the life of the mother is endangered, competent medical advice regarding _____ of the pregnancy should guide decisions.
6. In the third world, there is great concern among domestic farmers about the IMF as it has been seen as the _____ of the farm revenue in the developing countries.

Word	Definition	Different Forms
unsustainable (adj.) (para. 2)		

Education is an essential tool for achieving 7._____ development. People around the world recognize that public awareness, education, and training are important to move society toward 8._____. In order to 9._____ progress, educators have quickly moved to develop education programs, but to design these programs they need to identify what is 10._____ in societies. They rapidly created a laundry list of problems - inefficient use of energy, lack of water conservation, increased pollution, abuses of human rights, overuse of personal transportation, consumerism, etc. and integrated these issues into their programs.

Word	Definition	Different Forms
manipulation (n.) (para. 4)		

11. The Western world seems to think Islamic terrorists hate their freedom, but it is obvious that they instead, hate the West's power and the _____ policies pursued in their region.
12. Since its inception in the early 1970s, genetic engineering has been welcomed as a major scientific breakthrough because of the potential it has to _____ life-forms from the most simple to the most complex.
13. Politics is an art of _____ of facts. In politics nothing is right and nothing is wrong. Those who are powerful always use events, incidents and facts to serve their interests. If certain facts do not serve their interests, they discard them.

Word	Definition	Different Forms
speculation (n.) (para. 4)		

14. _____ in the stock market is a business and one needs to develop a business plan for it. The most important factor is to establish a trading plan and not deviate from it. Also, to be a successful 15._____, one must not forget two rules: to accept small losses and not to 16._____ with investment money.

77 GLOBALIZATION

1 There seems to be an outpouring of new world views lately. Some are based purely on human rights, some on ecological sustainability, and a few that are based on politics. The most prominent worldview right now, however, is globalization. As trillions of dollars are made in international business transactions everyday, some people wonder why we don't set the system of "global economics" into action. Most people don't analyze all the drawbacks of such a system, or most people don't care to. Of course, they're the ones making these international trades and gaining profit from them.

2 Lawrence Summers, former chief economist of World Bank, states, that "There are no limits to the carrying capacity of the Earth that are likely to prevent economic growth at any time in the foreseeable future. There isn't a risk of a disaster due to global warming or anything else. The idea that we are heading towards the end of the world is absolutely wrong. The idea that we should put limits on growth because of some natural limit is a profound error". Not only is this statement unbelievably arrogant, it is a terrible mistake as well. We already live in an overpopulated world filled with consumption. More economic growth won't hold a candle to the amount of natural resources destroyed to make that growth happen. Biomass, building products, electricity- each of those are a component of business growth. You can't build chain stores without land and materials. You can't run those chain stores without proper utilities. To assume that an already stressed ecosystem is going to provide room for billions of job opportunities is another mistake. Sadly enough, most people subscribe to the same beliefs as Mr. Summers. Of course, this isn't the only problem with globalization.

3 In many ways, business is the primary engine driving globalization, but it would be a mistake to conclude that the implications of globalization will be limited to the commercial arena. Not only will we have to worry about the homogenization of economics, but globalization is bound to take a cultural turn as well. Many American brand names such as Coca Cola and McDonald's are already embraced overseas. English is being spoken more often by foreigners and the constant exchange of information practically requires people to become multilingual. Many people see **this** as an interesting phenomenon because it would promote unity. Unity on a planet of billions of people, all different in their own right seems to be a strange (and nearly impossible) accomplishment. It would only lead to the loss of cultural diversity. Whether it will be a massive or insignificant loss cannot be foretold.

4 Rather than measure the success of an economy according to Gross Domestic Product (which includes, among other anti-human measurements, the cost of weapons building and pollution cleanup expenses), quality-of-life indicators should measure it by how well the people are doing. **These** take into account infant mortality rates, hunger rates, literacy rates, and the like. Redefining the world according to people, not profit, should be the ultimate objective. As the GDP fails to take into account negative factors such as the depletion of resources, air and water pollution and human health problems, our government, with its numerous financial advisors and experts, could re-organize the GDP (Gross Domestic Product) a little more effectively. If economists aim to measure the progress of the new global economy, maybe they should reform the GDP system before they put it into effect. Yet again, greed is more powerful than common sense and it is likely that they will introduce the GDP system as a global sign of progress.

5 With the unavoidable conflicts among cultures over the policies of globalization, the outcome of America's race for global economics may never take full effect. Indigenous peoples around the world are battling for their own rights, and they don't exactly welcome global economics. Protestors are taking to the streets in front of summits such as the World Trade Organization or the IMF to make their opinions heard. People from different countries are gathering on the Internet message boards to exchange their theories on the new policies. And with this rise of opposition to globalization, global economics may end up as only a myth.

A. What do the following refer to?

1. this (para. 3) : _____
2. These (para. 4) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. well-known, outstanding, important (adj.) (para. 1) : _____
2. disadvantages (n.) (para. 1) : _____
3. approve of, support, agree with (v.) (para. 2) : _____
4. welcomed, accepted willingly (v.) (para. 3) : _____

C. Fill in each gap using the information in the text.

* Lawrence Summers disagrees with the idea that more (1)_____ will lead to further destruction of (2)_____ in an already overstressed system.
* According to the writer, the problem with GDP is that it doesn't (3)_____. Therefore, it should be (4)_____ by government advisors and experts.

D. Answer the following questions.

1. What kind of people do not care about the drawbacks of globalization?

   _____

   _____.
2. In para. 2, write down the sentence, which criticizes Lawrence Summers' point of view.

   _____

   _____.
3. According to para. 3, what are the two main problems with globalization?

   a) _____

   b) _____.
4. Which sentence in para. 4 shows that the writer does not believe anything will change in the future?

   _____

   _____.
5. According to the writer, what may prevent the US from putting the new global economy into full effect?

   _____

   _____.

VOCABULARY PRACTICE

Write the correct form of the words to complete the text.

Economic "globalization" is not only a historical process, but also the result of human innovation and technological (1)_____. It refers to the increasing integration of economies around the world, particularly through trade and financial flows. At its most basic, there is nothing mysterious about globalization. The term has come into common usage since the 1980s, reflecting technological (2)_____ that have made it easier and quicker to complete international transactions—concerning both trade and financial flows.	1. progressively
	2. accomplish
Globalization means that world trade and financial markets are becoming more integrated. But just how far should the developing countries be involved in this integration? What will be the (3)_____ of this integration on such countries? And are the countries that integrate with the global economy (4)_____ vulnerable to instability?	3. imply
	4. avoid
As globalization has advanced, living conditions have improved (5)_____ in virtually all countries. However, the largest (6)_____ have been made by the advanced countries but not by many of the developing ones. The income gap has grown wider between high-income and low-income countries. The most recent World Economic Outlook has studied 42 countries (representing almost 90 percent of world population) and reached the conclusion that output per capita has risen (7)_____ but that the distribution of income among countries has become more unequal than it was at the beginning of the century. This has brought new urgency to policies specifically designed to (8)_____ growth and to alleviate poverty. Fortunately, a reduction in poverty is (9)_____ for the countries with a strong growth record, pursuing the right policies, since recent evidence suggests that there is a one-to-one correspondence between growth and poverty reduction. In addition, it is assumed that if countries aim to achieve (10)_____ growth, low inflation and social progress, then the evidence of the past 50 years shows that globalization contributes to these objectives in the long term.	5. insignificance
	6. unprofitable
	7. believe
	8. promotable
	9. foresee
	10. sustain

78 ECONOMIC GROWTH

1 The problem of economic growth has been of great importance ever since studies on economic systems began in the 1700s. The objective of economic activity is to provide the material needs and wants of the members of a society; in other words, to produce goods for the society to consume. If the standard of living of the society is to improve, then the amount of goods for consumption must be increased. The increase in the production of goods and services in a society or nation is economic growth.

2 It is difficult to measure economic activity and economic growth. A generally accepted method is to determine the sum of the goods and services which are produced by an economy during a given period of time and which go to the consumer. However, the items themselves are not counted. The market value of all the goods and services, using the money value of their sales price is added up. The result is the gross national product (GNP). In this calculation, the amount spent to buy the output of the economy is the same as the amount received for producing it. Expenditures include all consumer spending for durable and non-durable goods, government spending, and exports. However, not all increases in the GNP from one year to another indicate a real increase in economic activity.

3 Certain adjustments need to be made in the computation of the GNP to make it more reliable. From year to year, prices change, usually due to inflation. However, the prices for each year are commonly chosen from the past to give a stable price index; and the value of all the goods and services are referred to that year. Also, unpaid labor, especially of housewives and other domestic workers, and of farmers are not included in the calculations, although in the United States, these are estimated to be nearly equal to the paid wages and the products which are included in the calculations. Moreover, the GNP does not indicate the standard of living which may be considered desirable by the society, nor does it indicate the distribution of the wealth in the society. A high GNP may mean that a small number of people are receiving most of the material goods, while a larger number are receiving very little.

4 As is the case with any change, there are problems that economic growth entails. Since World War II, all nations of the world have shown a great interest in economic growth. Most of them have shown a percentage increase of their GNP every year and the highly developed nations have shown the greatest growth rates. However, in spite of their growth rates, these nations have been troubled by two serious problems: inflation and unemployment. There have been serious problems that accompany technological development as well. These problems include the pollution of water and air, solid wastes from various technical operations, and the deterioration of workers' health. Besides, the concentration of populations in cities has also given rise to many problems of housing, educational and medical services, and soaring crime rates. These social costs of economic growth, however, are not calculated in the GNP.

5 Technological development and the economic growth, which is dependent on **it,** have brought about great changes in the economic systems described by the classical economists. Production has been concentrated into a few large corporations, such as the oil companies and automobile producers. At the same time, it has been the practice of large companies to buy whole or controlling interests in incongruous areas of production. For example, aircraft companies own radio and television stations, or **they** even buy publishing companies. Some of these large corporations are frequently operating in many countries of the world; gaining the title "multi-national companies." These practices have centralized economic activity, completely destroying the free market, which was the basis of classical economies. Before the disintegration of the Soviet Union in early 1990s, this development in the Western world brought its economic systems closer to the command market systems of the Soviet Union. In both Western and Eastern economic systems, there has been a greater centralization of economic production. At the same time, larger bureaucracies, both in privately owned corporations and in governments, have been created as they have become a necessity in coping with the increasingly complex problems.

A. What do the following refer to?

1. it (para. 5) : _____
2. they (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. causes, leads to (v.) (para. 4) : _____
2. increasing (adj.) (para. 4) : _____
3. irrelevant, unrelated (adj.) (para. 5) : _____

C. Mark the best choice.

1. Economic growth can be defined as _____.

   a) an increase in the standard of living of a country
   b) the production of goods and services in a country
   c) an increase in the production of goods and services in a country
   d) the amount of goods and services produced by a country

2. The GNP is determined by calculating the _____ during a certain period of time.

   a) number of items produced
   b) increase in the economic activity
   c) expenditures of a national economy
   d) value of goods and services reaching the consumer

3. In the calculation of the GNP, what two elements should be equal?

   a) The amount of goods and the amount of services
   b) The amount spent on the production of the output and the amount spent on its purchase
   c) The expenditure for all durable and non-durable goods and the expenditure for services
   d) The prices of the goods and services produced and their value.

4. Which of the following is **TRUE** according to the text?

   a) The GNP sets a standard of living for the population
   b) The GNP is not an indicator of the distribution of wealth in a society.
   c) High GNP shows that the majority are getting most of the material goods.
   d) The countries that took part in World War II have increased their GNP every year.

D. Answer the following questions.

1. Write down two things that are not taken into consideration while calculating GNP?

   a) _____

   b) _____.

2. What has been the result of the centralization of economic activity?

   _____

   _____.

3. How have private and government institutions handled the problems of economic centralization?

   _____

   _____.

Ethics

79 A NATION OF CHEATERS

1 Cheating. Today it seems absolutely everybody is doing it. We cheat —or at least try to cheat— in every aspect of our lives. One out of four Americans surveyed says it's acceptable to cheat on their taxes. Athletes cheat by using performance-enhancing drugs. Even colleges steeped in honor codes like the University of Virginia and the US Naval Academy have been rocked by massive cheating scandals in recent years.

2 First of all, why do people cheat? There are two simple reasons, neither very noble. People cheat to get ahead because they don't qualify for the advancement and can't win a fair competition. **Such people** don't care about anyone else but themselves. An adult lies about the toaster he broke so he can get a full refund. A teenager lies about her age to save money on a movie ticket. People cheat also out of laziness.

3 There are, however, new reasons why people cheat —and these may give us a clue about how to stop the rising tide of cheating. Some people cheat today because they simply cannot get everything done which needs to be done. Life has become so intense, so rushed, so fully packed that many alternatives we seek somehow involve cheating —copying school papers from the Internet or cheating our companies by telling our bosses we are sick so we can finish off some housework or catch up with tasks.

4 More importantly, some people cheat because they fear the embarrassment of failure. Parents put huge expectations on children —you are a failure if you don't qualify for a distinguished university. Companies put huge pressures on employees —you now have to do the job of two, or you will be made redundant. Faced with this fear of being a failure, many people falsify their CVs, students cheat on their exams, or employees provide their bosses with false reports on mission progress.

5 Even worse is that more people are cheating today with the belief that everyone else cheats. I had to cheat on the test, some students argue, because everyone else cheats and we are graded on a curve. Some business students I have taught and some business people believe that "everyone cheats" and that you have to **do so** to be competitive. This reason is threatening indeed, for it is on its way to turn into a psychological epidemic.

6 So how can we reset the nation's moral compass and stop the troubling rise of cheating and save our society from turning into a psychologically troubled mass? There are things you and I can do individually and there are things that must be done by our leaders in government, business, education, and the media.

7 What can we individually do? The first thing is to stand up for fair play in our own lives. We must resist the temptations to take shortcuts with small acts of cheating. Talk to your children about how important integrity and fair play are and how cheating hurts them. We need to support efforts to control cheating. If someone is caught cheating, we should support strong penalties, not the cheater. If our own child is caught cheating, we should resist the temptation to blame the school or the teacher. If an athlete is caught cheating, we should support the referee or the rules which throw him off the team, not the athlete, even if he is our favorite.

8 There are also important things our leaders in government, business, and the media can do to help fight cheating. The first is to enforce national laws and regulations that deal with all forms of cheating. Second, each of our institutions —businesses, schools, athletic teams, and voluntary associations— need their own tough rules against cheating. Third, leaders in government and the private sector are going to have to invest in new systems to maintain standards against cheating. Government and tax officials will have to do more audits. Employers will have to check the accuracy of all CVs. College teachers will have to use new on-line systems to check for plagiarism in papers. Finally, I believe all our leaders, particularly those in the media, must contribute to building a new culture in which wealth and celebrity are not the defining marks of success, but instead old-fashioned values such as honesty, faithfulness, and service to those in need are.

(By Kirk O. Hansen)

A. What do the following refer to?

1. Such people (para. 2) : people who _____
2. do so (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. shaken (v.) (para. 1) : _____
2. morally acceptable (adj.) (para. 2) : _____
3. unemployed, out of work (adj.) (para. 4) : _____
4. honesty, truth (n.) (para. 7) : _____

C. Answer the following questions.

1. According to the writer, what may cause employees to provide their bosses with false reports on mission progress?

   _____

   _____.

2. According to the writer, which reason for cheating is the worst?

   _____

   _____.

3. Why does the writer think it is necessary to "reset the nation's moral compass"?

   _____

   _____.

4. Write one thing parents should **NOT** do to prevent their children from cheating.

   _____

   _____.

5. What two criteria for success does the writer criticize?

   a) _____

   b) _____.

D. Mark the best choice.

1. Which of the following is **TRUE** according to the text?

   a) 25% of Americans surveyed are against the idea of cheating on their taxes.
   b) Some people cheat because they cannot keep up with the fast pace of life.
   c) The writer thinks cheated people should get severe punishments.
   d) The only group that cheats out of laziness is children.

2. Which of the following is **NOT** a suggestion made to stop cheating?

   a) Individuals should not let cheating into their lives, even if they are small.
   b) Leaders should pass regulations to discourage people from all kinds of cheating.
   c) All institutions should come together to determine a set of rules to fight cheating.
   d) Governments should cooperate with the private sector to keep standards against cheating.

80 ETHICS OF THE INTERNET

1 For some people, the Internet is an anarchic space in which even the criminal can move freely. For others, it is a place of liberty in which citizens can exchange information and ideas free from the risk of censorship by any legal interest. At least for the time being, there is neither a corporation nor a government capable of controlling the Internet.

2 Some people are concerned that the inability to monitor the Internet will result in its being controlled by those who have no moral values. **That fear** gives rise to attempts by governments to ban certain online activities. Sensitive to public opinion, governments wish to be seen as concerned and responsive. This results in the development of legislation that is supposed to prevent the worst extremes of Internet culture and usage. However, laws imposed for this purpose are almost totally ineffective and, therefore, largely meaningless. Given this, how is society supposed to protect itself from the unethical use of the Internet?

3 The first challenge will be to identify things that should not be done online. This is easier said than done. There is, as yet, no general agreement about what should be prohibited on the Internet. Even if a few clear examples could be agreed upon, such as a ban on using the Internet to promote or advertise biological weapons or to sell slaves, there would still be the problem of how to enforce those prohibitions.

4 This has an extremely interesting implication for ethics. There are many people, especially in the developed world, who prefer leaving the difficult ethical issues to their elected representatives and governments to solve. Typically, an issue is addressed by parliament and a law is passed prohibiting certain specified types of behavior. These laws are then enforced by police and the judicial system. However, none of this is currently possible for the Internet — the solution doesn't even appear on the horizon. The result of this is that we cannot get rid of our ethical obligations by putting all the responsibility on the shoulders of the government. Instead, they remain with us and, in a sense, we ought to take responsibility for how we deal with the Internet and the content that it carries.

5 The same is true for those who publish material on the Internet and who might try to force the limits of ethical behavior. There are many occasions when I heard people try to justify their unethical behavior by saying, "it is not illegal." However, one cannot defend himself this way in an environment in which notions of legality have little real meaning. Therefore, a feasible solution to this problem of publishers could be to form their own views — and even perhaps own rules — about what they should do.

6 Some will feel considerably distressed about the fact that the Internet depends so heavily on a regime of personal responsibility and self-control. They may even hope, for the sake of a little comfort, for a time when it is possible for others to monitor what occurs across **this increasingly common medium**. On the other hand, I rather hope that the utilization of an external monitor is delayed at least long enough to see if we have the wisdom to let our considered choices determine what succeeds and fails on the Internet. Perhaps the members of some professions like accountants and lawyers that have a traditional concern about truth should play a new role in guaranteeing that certain forms of information can be relied upon. This could be an antidote to the problem of people using the Internet to advertise falsehood

7 I have no way of knowing how all of this might work out — except to observe that as we become more reliant on the Internet, we will have to develop effective mechanisms to protect the integrity of a medium that is extremely sensitive. I suspect that the only way of achieving **this outcome** will be to develop a capacity to deal with the ethical dimension of issues regularly presented to us online. The interesting thing to note is that this capacity to deal with ethical issues will need to be generic and not restricted only to events occurring on the Internet. An unintended consequence of the anarchy of the Internet may, therefore, be an increase in our general ability to deal not only with "virtual ethics" but also with the issues that we should deal with on a daily basis.

(by Simon Longstaff)

A. What do the following refer to?

1. That fear (para. 2) : the fear that _____

   _____

2. this increasingly common medium (para. 6) : _____

3. this outcome (para. 7) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. realistic, reasonable (adj.) (para. 5) : _____
2. anxious, concerned (adj.) (para. 6) : _____
3. solution (n.) (para. 6) : _____
4. nonspecific, broad (adj.) (para. 7) : _____

C. Answer the following questions.

1. What do governments do to be seen as concerned and responsive to public opinion as regards the dangers of the Internet?

   _____

   _____.

2. Why does the writer think that society cannot protect itself from the unethical use of the Internet?

   _____

   _____.

3. Give **ONE** example of activities which can be banned easily without causing disagreement.

   _____

   _____.

4. According to the writer, why is it difficult to determine what should be prohibited on the Internet?

   _____

   _____.

5. Rather than leaving the difficult ethical issues to governments to solve, what does the writer suggest that we should do?

   _____

   _____.

6. Why does the writer want the utilization of an external monitor for the Internet to be delayed?

   _____

   _____.

7. According to the writer, what could an unexpected positive result of the "anarchy of the Internet" be?

   _____

   _____.

81 PATENTING GENES: ETHICAL OR NOT

1 On June 26, 2000, history was made: in a joint announcement, the publicly funded Human Genome Project (HGP) and the private corporation Celera Genomics declared that they had both successfully mapped the human genetic code. **The work** was announced as the first great scientific discovery of the 21st century and one of the most astounding discoveries of all time.

2 Ever since the start of the publicly funded HGP in 1988, there had been a lot of underground suspicion of the project. The cynical belief was that despite the claims by the scientists working on the project that they simply wanted to save lives, the actual goal of the project was to get rid of Third Worlders with the help of better biological weapons of war. Another concern was the idea that genetic information would be used to "improve" humans by allowing only carefully chosen people to reproduce. Still another issue was related to privacy: the information would be put in the hands of insurance companies without consent, and people would not be able to get money from their health insurance companies because they had the gene which causes cancer, for example.

3 Twelve years and $2 billion later, another issue had become even more central to the controversy over the mapping of the genetic code: the presence of companies trying to control the genetic code for profit. Celera Genomics was **one such institution**.

4 In the early 1990s, Dr. Venter was a top researcher for the National Institute of Health (NIH), but left to form his own company called Celera. He soon used a new technique to read the genetic code via supercomputers to analyze and combine broken-up pieces of the code. The technique was initially rejected by James Watson, Nobel Prize-winning co-discoverer of the DNA structure, who said that Venter's work wasn't science and "could be run by monkeys." However, Watson admitted later that he had been wrong: Venter's plan was a huge success, being much faster and one tenth the cost of the system used by the publicly funded version. The end result: what it took the Human Genome Project ten years to decode, Venter's company managed to achieve in less than a year and at a fraction of the cost at $300 million.

5 Venter, like any industrialist, was not doing this for unselfish reasons. Nor should he have been expected to be. Still, how did Celera plan to make a profit? One part, a reasonable plan, was to sell genetic information to members via its huge computer database. The more controversial part of the business plan was the patenting of genetic code information for Celera profit: it had filed 6,500 "patent applications" on its information.

6 In November 1999, the HGP and Celera discussed working together, but the HGP later stated that "while establishing a monopoly of commercial uses of the human genome sequence may be in Celera's business interests, it is not in the best interests of science or the general public." Obviously, Venter and Celera did an amazing job in uncovering genetic code information. No doubt their private research had accelerated HGP's work. Venter and Celera deserved credit and financial rewards for this. However, the question was what their rewards wouldl be and how they would receive them.

7 The 'right' to patent genetic code is a questionable one. Watson remained completely opposed to the policy, which he found to be a betrayal of science and unethical. Even *Time*, no enemy of companies controlling information, stated in an article:

8 "The Patent Office has set the bar so low that you can get a patent with just an incomplete description of a gene's structure and no idea at all of the gene's function. This ends up discouraging future research into how to use the genes to cure disease, which is a harder and much more important goal."

9 The issue is still a controversial one, but don't expect it to be answered in the public interest. In the end, the policy will serve those with money and political connections.

(By John Lydon)

A. What do the following refer to?

1. The work (para. 1) : _____
2. one such institution (para. 3) : an institution which _____

_____

B. Fill in each gap using the information in the text.

It was claimed by scientists that the HGP was started in order to (1)_____. However, some believed that the actual purpose behind the HGP was to (2)_____ or to (3)_____.

Another important issue regarding the misuse of the HGP was that if insurance companies used the information obtained through DNA testing without permission, people with the gene causing cancer, for instance, would not be able to (4)_____

_____.

C. Answer the following questions.

1. Write **ONE** difference between Venter's project and the HGP.

_____

_____.

2. Write **ONE** of the things Celera was planning to do in order to profit from the project.

_____

_____.

3. In what way did Venter's work help the HGP?

_____

_____.

D. Mark the best choice.

1. Which of the following is **TRUE** according to the article?
   a) The writer doesn't think that Celera's work was successful enough, and therefore, it is unfair for it to make a profit in return.
   b) The HGP agrees that Celera has the right to establish a monopoly of commercial uses of the project, claiming that the public will benefit from this implementation greatly.
   c) *Time* criticized the criteria of the Patent Office as it refuses to give patents for the incomplete descriptions of gene structures.
   d) While Watson appreciated Venter's success, he was against the idea that Venter should hold the monopoly over the patenting of genetic code information.

82 SARA BENNET

1 When Sara Bennett learned, at the age of 42, that she had breast cancer, she faced not one potential death but two — her own and **that** of the child she might never have. A few years ago, her only medical options would have been radiation and chemotherapy treatments that destroy a woman's ovarian function along with her cancer. Today, as a single woman, she could undergo IVF (*in vitro* fertilization) with donor sperm. Before starting her cancer therapy, she would receive fertility drugs and have anywhere from 10 to 20 eggs surgically removed. After being mixed with sperm in a petri dish, her fertilized eggs would be frozen until she regained her health, or enlisted another woman to be the gestational surrogate for her embryos. The latest advances in reproductive medicine could provide her with the opportunity to salvage her genetic legacy.

2 However, Bennett quickly discovered that a fertile woman with a life-threatening malignancy didn't fit the accepted profile of women eligible for infertility treatment. Clinic after clinic turned her away. Then she approached Selwyn Oskowitz, director of Boston IVF, one of three fertility clinics affiliated with Harvard Medical School. "She expressed eloquently what it meant to her to be able to think that her genealogy could be carried on, and that a child of her own could find new life," recalls Oskowitz, assistant professor of obstetrics, gynecology, and reproductive biology at the medical school. He was moved by her appeal and brought it before Boston IVF's ethics advisory board.

3 Oskowitz believes Bennett "had been turned away from other clinics because she did not fit the narrow-minded social mores of who is infertile and who can be treated." Nevertheless, he says, her case "did bring up a whole host of ethical dilemmas. Should we use infertility treatments on someone who is not infertile? Should we freeze embryos for someone who may be dying, who may not be able to raise her child? Who will have custody of the embryos if she dies? If she wants the embryos to be placed with a surrogate, is it fair to the babies? Is it fair to the surrogate?"

4 Fertility specialists constantly face a barrage of ethical choices, and most clinics now have at least one advisory board. At Boston IVF, the priest, rabbi, ethicist, social workers, and pediatricians on the board reviewed Bennett's case, concluding that her wish to perpetuate her genetic heritage through IVF in spite of her cancer was ethically sound. They found her arrangements for the loving upbringing of her potential child by her family to be responsible, and she began IVF treatment.

5 Her eggs were retrieved and fertilized, but, by this time, Bennett had "personally arranged for a surrogate to carry her baby for her because she was too ill herself," says Oskowitz. The embryos were placed in the surrogate, but she did not conceive. Yet, neither Bennett nor her doctors viewed the attempt as a loss. "We still feel, and she felt, that it was very successful in its value to her, to know that she could try to perpetuate her inner soul and all those feelings," reflects Oskowitz. "She felt that that gave her enormous strength and courage during her difficult treatments of chemotherapy and radiation. This enabled her to deal with the prospect of death in a more wholesome and productive manner." (Sara Bennett died two months after this interview.)

6 Sara Bennett's case illustrates how far assisted reproductive technology, or ART, has come in the past two decades, how many new applications of ART therapies exist, and how vexing the moral and social issues **they** entail are. It also dramatizes what's at stake.

7 "When you take away being able to have a child biologically, it is like having to face death--almost like having half of you die," says Shanti Fry, a corporate finance director at BancBoston Securities. She speaks from experience, for she tried unsuccessfully for eight years to get pregnant using the full range of infertility options. She and her husband, Jeff Zinsmeyer, are now the proud parents of their daughter Victoria, age 3, whom they adopted in China. Infertility may not be life-threatening in the literal sense, says Fry, "but it does affect people's view of their own mortality, because having kids is the main way that people deal with the fact that they are mortal. And it's very hard for people who haven't been through it to understand the magnitude of that."

8 Understanding and alleviating the psychological impact of infertility has been the decade-long goal of assistant professor of medicine Alice Domar, Ph.D., director of the Mind/Body Center for Women's Health at Beth Israel Deaconess Medical Center. She and her colleagues have demonstrated that women with infertility suffer from significantly more depression than their fertile counterparts do. However, their most dramatic finding is that the anxiety and depression scores for infertile women are statistically equal to **those** of women with cancer, heart disease, or HIV.

A. What do the following refer to?

1. that (para. 1) : _____
2. they (para. 6) : _____
3. those (para. 8) : _____

B. Fill in each gap with ONE word using the information in the text. The paragraph numbers are indicated in brackets.

If a woman is fertile and has a fatal (1)_____ such as cancer, she is not regarded as (2)_____ for artificial fertilization; in other words, she is not considered suitable to have babies through IVF. (para. 2)

When Bennett went to Oskowitz to have IVF, the assistant professor was impressed by her story and he did not refuse her (3)_____ ,i.e., her application, and brought the issue to the advisory board. (para. 2)

When the board analyzed Bennett's case, they found nothing unethical as regards her desire to (4)_____, or maintain her genetic legacy by means of IVF. (para. 4)

As Bennett was too ill to conceive the embryos herself, she had to find a (5)_____ — a woman having a baby for another woman who is unable to become pregnant or have a baby herself. (para. 5)

Shanti Fry believes that people cope with their own (6)_____, i.e., the fact that they are going to die some day, by having children and thus saving their genetic legacy. (para. 7)

Alice Domar is trying to help infertile women by understanding and (7)_____ the negative effects of their situation. In other words, she is trying to comprehend and ease the negative effects of infertility on women. (para. 8)

C. Answer the following questions.

1. Why are women who are undergoing cancer treatment unable to have biological children without the help of IVF?

   _____

   _____.

2. According to Oskowitz, why did other clinics refuse to help Sara?

   _____

   _____.

3. Why do most fertility clinics have advisory boards?

   _____

   _____.

4. Who would raise Sara's baby in the event of her death?

   _____

   _____.

5. In what way did IVF help Sara during her cancer treatment?

   _____

   _____.

83 AN ETHICAL QUANDARY

1 Philosophers, physicians and religious scholars have pondered the question for centuries: is it right to kill one person to save the life of another? In Britain, last month, **the theoretical debate** became painfully real after conjoined twins were born in Manchester. The twins, known as Mary and Jodie, were born joined at the abdomen, sharing a spine and an aorta. Mary, the weaker of the two, depends on Jodie for oxygen and blood circulation. Doctors say that if nothing is done, Jodie's circulatory system will become overburdened —work too hard— and both twins will die. However, if they are separated, at least Jodie will have a chance of survival. Last week, the Court of Appeals in London ordered that the twins should be surgically separated. "Mary sucks the lifeblood of Jodie, and her parasitic living will soon be the cause of Jodie **ceasing** to live" wrote Lord Justice Alan Ward in the decision.

2 The ruling was directly against the wishes of the twins' parents, who are Roman Catholics from the small Mediterranean island, Gozo. They have always said that they do not want medical intervention. "This is not God's will," they wrote to the court. "Everybody has the right to live, so why should we kill one of our daughters to enable the other one to survive?" Supported by powerful members of the Catholic clergy, they will almost certainly appeal the decision to Britain's House of Lords.

3 Things weren't supposed to happen this way. When the couple first learned that they were expecting conjoined twins, they went to Manchester to give their newborns the best chance of survival. However, when the parents refused to **consent** to the operation to separate the girls, doctors at St. Mary's Hospital referred the matter to the courts. A High Court **ruled** that the twins should be separated; the parents **appealed.** A Catholic hospital in Ravenna offered to care for the twins without demanding any money from the parents. The leader of England's Roman Catholics, the Archbishop of Westminster, pleaded with the judges to allow the parents to take the twins **there**. The judges refused, and last week they **issued** a 130- page verdict, in which they ruled that the operation was legal.

4 The ruling has caused a lot of debate. While many have praised the decision as a **pragmatic** solution to an **agonizing** situation, others question whether the courts should be involved in the first place. "The decision should be left to the parents in these types of cases, unless the parents are mentally sick or treat their children badly — which doesn't appear to be the case here," says Raanan Gillon, editor of *The Journal of Medical Ethics.* "There is no reason for doctors or judges to ignore the parents' views." Others fear that the ruling could set a precedent for favoring the strong over the weak in medical decision. At the Ravenna hospital that offered to take in the twins, the staff is **indignant** about the verdict. "We would have cared for them," says Father Matteo Solaroli, director of the Hospital of Santa Teresa. "Beyond that, we do not know. No one knows how long the girls will live, or what other cures might be invented in the meantime." For now, Jodie and Mary lie in an incubator in Manchester, **oblivious** to the storms blowing around them.

A. What do the following refer to?

1. the theoretical debate (para. 1) : the discussion over whether _____
   _____
2. there (para. 3) : _____

B. Mark the best choice.

1. **Cease** (para. 1) means _____.

   a) stop b) continue c) decide d) want

2. Which of the following verbs in para. 3 means to *formally request a legal or official decision be changed*?

   a) issue b) consent c) appeal d) rule

3. Which of the following adjectives in para. 4 means *unaware of*?

   a) pragmatic b) agonizing c) indignant d) oblivious

4. Which of the following is **FALSE** according to the text?

   a) Doctors say that if the twins are separated by medical surgery, both might have a chance to live.
   b) It can be inferred that the twins' parents are against the operation mainly because of religious reasons.
   c) The parents are likely to make a claim to change the verdict given by the court.
   d) The couple went to Manchester because they thought that their twins would have a better chance to live there.

5. Father Matteo Solaroli believes that _____.

   a) the strong should be favored over the weak in medical decisions
   b) the decisions shouldn't be left to the parents in such cases
   c) a cure to save both might be found so the twins should not be operated on
   d) the twins are unlikely to live for a long time

C. Answer the following the questions.

1. In Raanan Gillon's opinion, in what cases should the decision be given by court?

   _____

   _____.

2. How might the court decision affect doctors' future medical decisions in similar cases?

   _____

   _____.

84 THE COMMON GOOD

1 Commenting on the economic and social problems that modern societies now ***confront***, Newsweek columnist Robert J. Samuelson recently wrote: "We are faced with a choice between a society in which people accept modest sacrifices for the common good, and a more unfriendly society in which people selfishly protect their own benefits." Common good emerges as a key concept when discussions focus on the social responsibilities of businesses, environmental pollution, lack of investment in education or some other problems whose effects are felt by the majority of the society. Samuelson and some other social commentators are claiming that our most fundamental social problems grow out of the widespread ***pursuit*** of individual interests.

2 So, what exactly is "the common good?" The common good is a notion that ***originated*** in antiquity over two thousand years ago, in the writings of Plato, Aristotle and Cicero. The current definition of common good is that it consists of having social systems, institutions and environments work in a manner that benefits all people. Examples of the common good include an affordable public health-care system, an effective system of public safety and security, an unpolluted natural environment and a growing economy. Since such systems, institutions and environments have a powerful ***impact*** on the well-being of members of a society, it is no surprise that virtually every social problem is somehow linked to how poorly these systems and institutions are functioning.

3 Establishing and maintaining the common good ***require*** the cooperative efforts of many people. Moreover, it is worth the effort to work for a common good from **whose enjoyment** no one can easily be excluded. All members of the society, for example, enjoy the benefits of clean air or an unpolluted environment. It might seem that since all citizens benefit from it, we would all ***willingly*** cooperate in order to establish and maintain the common good. There are, however, a number of obstacles that prevent us, as a society, from successfully **doing so**.

4 The first of these obstacles is the problem of inconsistency. The idea of the common good is inconsistent in pluralistic societies, where it is difficult for members to fully agree on any issue. Different people have different ideas about what is worthwhile. Differences have increased during the last few decades after the previously silenced groups, such as women and minorities, started to raise their voices. Given these differences, it will be virtually impossible for us to reach a consensus on this concept.

5 The second obstacle is called the "free-rider problem." The benefits that a common good provides are available to everyone, including those who choose not to contribute to maintaining the common good. Individuals can become "free riders" by taking the ***benefits*** the common good provides, while refusing to do their part to support the common good. Many observers believe that this is exactly what has happened to many of our common goods, such as the environment or education, many of which have ***virtually*** collapsed.

6 The final obstacle is the unequal sharing of burdens. ***Maintaining*** a common good often requires that particular individuals or particular groups pay costs that are much greater than **those** paid by others. Maintaining an unpolluted environment, for example, may require that particular firms that cause pollution install costly pollution control devices, undercutting profits. It is unlikely that a company would put its profits at risk. Forcing particular groups or individuals to carry such unequal burdens "for the sake of the common good" is unjust. Moreover, the prospect of having to carry such heavy and unequal burdens leads such groups and individuals to resist any attempts to create common goods.

7 All of these problems ***pose*** considerable obstacles to those who call for an ethic of the common good. Yet, we have no choice but to eventually support the common good, since it requires us to think about questions regarding the kind of society we want to become and how we are to achieve that society. Supporting the common good also ***challenges*** us to view ourselves as members of the same community and to recognize and work toward the goals we have in common, while respecting and valuing the freedom of individuals to pursue their own goals at the same time.

A. What do the following refer to?

1. whose enjoyment (para. 3) : the enjoyment of _____
2. doing so (para. 3) : _____
3. those (para. 6) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. ancient times (n.) (para. 2) : _____
2. general agreement (n.) (para. 4) : _____
3. reducing (v.) (para. 6) : _____

C. Fill in each gap using the information in the text.

1. According to Newsweek commentator Robert J. Samuelson, _____ _____ is the source of our major social problems.
2. When the systems and institutions do not a)_____, this directly affects b)_____.
3. It is difficult to talk about the common good in pluralistic societies because they are a)_____ in deciding b)_____.
4. The fact that _____ has caused differences of opinion to increase during the last few decades.
5. The free-riders harm the common good by _____ _____.
6. When particular groups and individuals are forced to carry unequal burdens for the sake of the common good, they _____.

D. Mark the best choice.

1. Which of the following may **NOT** be considered as an example of the common good?

   a) big and clean parks
   b) private hospitals
   c) expanding economy
   d) efficient police force

2. Which of the following can **NOT** be a reason for supporting the common good?

   a) Respecting others' freedom to reach their goals
   b) Realizing that we are parts of the same society
   c) Deciding what kind of society we want to form
   d) Identifying obstacles to establishing the common good

3. The attitude of the writer regarding people's view of the common good is _____.

   a) humorous b) critical c) emotional d) optimistic

VOCABULARY PRACTICE:

The following words are italicized in the text. Complete the text with the correct forms of the words from the box. Use each word only ONCE.

challenge	**originate**	**pursuit**	**impact**
pose	**require**	**maintain**	
confront	**benefit**	**willingly**	**virtually**

Moral issues greet everybody each morning in the newspaper, (1)_____ them in the memos on their desks, catch them in soccer fields, and tell them good night on the evening news. People are (2)_____ bombarded with questions about the justice of foreign policy, the morality of medical technologies that help (3)_____ healthy and long lives, the rights of the homeless, and the fairness of teachers toward the diverse students in their classrooms. Analyzing moral issues is not always easy. The first step is getting the facts, but having the facts is not enough. In addition to getting the facts, resolving an ethical issue also (4)_____ an appeal to values. Philosophers have developed three different approaches to values to deal with moral issues.

The first one is the utilitarian approach. When analyzing an issue using the utilitarian approach, first various courses of action are identified. Second, questions such as who will be affected by each action and what (5)_____ or harms will be derived from each are asked, and third, the action that will produce the greatest gains and the least harm is chosen. The ethical action is the one that provides the greatest good for the greatest number.

The second important approach to ethics, the rights approach, focuses on the individual's right to choose for herself or himself. According to this approach, what makes human beings different from mere things is that people have a fundamental moral right to choose (6)_____ and freely what they will do with their lives, and to have these choices respected. Of course, many different, but related, rights exist besides this basic one. These other rights can be thought of as different aspects of the basic right. One such related right is the right to the truth: people have a right to be told the truth and to be informed about matters that will have a significant (7)_____ on their choices. Another one is the right of privacy: people have the right to believe, say, and do whatever they choose in their personal lives so long as these do not (8)_____ threats to the rights of others.

The third, the common-good approach, which (9)_____ from the notion of common good more than 2,000 years ago in the writings of Plato, Aristotle, and Cicero, assumes a society comprising individuals whose own good is linked to the good of the community. Community members are bound by the (10)_____ of common values and goals. While respecting and valuing the freedom of individuals to pursue their own goals, the common-good approach (11)_____ people also to recognize and further those goals they share in common.

85 HARVEY OSWALD

1 If you were asked who shot Lee Harvey Oswald, the assassin of John F. Kennedy, you would probably say Jack Ruby, but there's another possible answer to the question: the photographer who shot those staggering pictures of Ruby gunning Oswald down. If the photographer had dropped his camera and grabbed the gunman, we might, with Oswald alive, know more than we will now ever be able to find out about why Kennedy died.

2 Journalists and TV people, we know, are supposed to record what goes on, but in trying to get the best record they can, they may sometimes seem amazingly cold-blooded. In the massacre that followed the British quitting India, there was a photographer who made a grieving Indian family bury and rebury its dead several times until he got a perfect shot. A BBC sound man held up the execution of a Nigerian man for half an hour while he ***adjusted*** his sound equipment. You could say it didn't make any difference to the final outcome, but it doesn't make you feel especially warm towards the man ***concerned.***

3 Should these journalists and photographers step in, or just stand back and watch while people kill one another? It's a tricky ethical question, not just a matter of how brave anyone is feeling at the time, because without authentic pictures, how will the world know what atrocities are committed? One dead photographer does not do much for the cause he cares about, even if he did feel compelled to weigh in and take sides.

4 Our professional ethic enjoins us to stay uncommitted and report the facts, and, if we have to have guidelines, that's probably as good a one as any. Certainly some of the seediest of journalists, whether in the Middle East or Northern Ireland, are those who pile on one set of adjectives — squalid, butchering, oppressive — for terrorism of whose aims they disapprove, and quite another set — ***committed***, dedicated, idealistic — for the same thing done by those they like.

5 However, it leaves out a lot. "My complaint against journalists," a friend of mine once said, "is not that they behave badly in the course of duty, but their inability to recoil into a human being when **it**'s over." I have not forgotten an occasion over 20 years ago, when a birdman was going to jump from a Rapide filled with journalists. He got his equipment tangled with the airplane in some way, and plunged to his death. As most of them watched in shocked horror, one newsman ran down the plane with the words: "My God, what a story!"

6 To stay out of the fight, to write down what's going on, to ***treat*** both sides equally, as a doctor will stitch up soldiers in either uniform or a lawyer argue for either side — that is supposed to be our code. When it comes to the crunch, we probably do better by trying to stick to **that**, than by rushing off on individual impulse.

7 However, is there not a point in any profession where you are forced back against the wall as a human being, where a doctor should hand Jack the Ripper over to the police and a lawyer refuse to suppress the blood-stained evidence that proves his client a torturer? I think there is, and I was heartened as well as ***relieved*** by one story told in Edward Behr's book, , *Anybody Here Been Raped & Speaks English*? During the Algerian confusion, some Tunisian soldiers were preparing to shoot their prisoners ("what a story"). One journalist, an Italian, walked over and just calmly stood in front of the wretched men, implying that if the soldiers shot them, they would have to shoot him too. Finally, some officers arrived and defused the explosive situation, and just a handful of the lives that went up in that particular bonfire were saved.

8 A newshound may start out just to get a good story, but it is not impossible, all the same, for him to end as a man.

(By Katharine Whitehorn from *The Observer)*

A. What do the following refer to?

1. it (para. 5) : _____
2. that (para. 6) : _____

B. Answer the following questions in your own words.

1. Why does the writer blame the photographer for the death of Oswald?

_____

_____.

2. What is the writer aiming to illustrate by using the examples of the photographer and the BBC sound man in para. 2?

_____

_____.

3. According to para. 3, why is it difficult to find an answer to the question whether a journalist should join in and prevent people from killing each other?

_____

_____.

4. Why does the writer think that the journalists who "pile on one set of adjectives" (negative sets for the ones they disapprove and positive for the ones they approve) are the seediest?

_____

_____.

5. Why did one of the journalists on the plane get excited while the birdman was dying?

_____

_____.

6. Why does the writer find relief in Behr's story?

_____

_____.

C. Mark the best choice.

1. The writer probably believes that _____.

   a) getting a good story is more important than acting humanely as it enables people to discover what is really going on in the world
   b) journalists and TV people must be cold-blooded and do whatever is needed in order to take the best pictures or write the best story
   c) sometimes journalists might have to get involved in the situation although professional ethics requires them to stay uncommitted
   d) journalists and TV people must not only report the facts but also take sides and give their opinions in every situation

2. Which tone of voice is expressed through the use of the phrase 'what a story' in para. 7?
   a) irony b) nostalgia c) approval d) resignation

3. Which of the following is the best title for this article?

   a) Write the Best Story, Shoot the Best Pictures!
   b) Cold-Blooded in War and Peace
   c) Should the Press Be Human?
   d) What Journalists Should Do in Case of a Conflict

VOCABULARY PRACTICE:

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
adjust (v.) (para. 2)		

1. The CD cabinets with _____ sliding shelves are popular as they are practical and functional.

2. New ideas have always been intimidating as they are thought to change the present order. Therefore, there is always the tendency to _____ these ideas so as to maintain what is conventional and customary.

3. In 1980s, the Kenyan government, dependent on the World Bank for a structural loan, took serious steps to make the necessary _____ to its economy to try to stimulate growth and investment.

Word	Definition	Different Forms
concerned (adj.) (para. 2)		

4. Marketing people make decisions _____ what products should be sold, how they should be promoted, where they should be sold, and the price that should be charged for them.

5. An ideal program to help those in poverty may be defined as one that meets the needs of the people _____, without adversely affecting their incentive to help, by which means the individuals might reduce or eliminate dependency on the state.

6. The newspapers have reported a great deal of the competition between nationalists and unionists that _____ the distribution of resources.

Word	Definition	Different Forms
committed (adj.) (para. 4)		

7. Wally Nelson, an African-American civil rights and peace activist, was a _____ advocate of active non-violence refusing to bear arms during World War II.

8. In 1990, during the World Summit on Children, the President of Bangladesh announced that they _____ themselves to achieving goals related to children's survival, development, and protection rights. He continued that as part of their efforts to fulfill their 9._____ to children's rights, they would propose a national plan of action to improve the conditions of their country's children.

Word	Definition	Different Forms
treat (v.) (para. 6)		

10. Since the Second World War, there have been many changes in official policies toward, and social assumptions concerning, the control and _____ of crime and offenders.

11. It is usually the older kids who end up being emotionally hurt when their parents enter into bitter divorce battles because some parents _____ their grown children as equals and burden them with issues that are best not shared with them -- no matter what age they may be nor how mature they appear.

Word	Definition	Different Forms
relieved (adj.) (para. 7)		

12. Let the Children Live, an organization founded by Peter Walters, who has been involved with street children since 1982, aims to _____ children and young people who are in conditions of sickness, need, hardship, and distress.

13. Some children feel _____ when their parents are splitting up. It may mean an end to the horrible atmosphere at home. It could mean no more scenes of parents shouting or throwing things at each other.

14. With summer just around the corner, many children are anticipating a break from school. While summer might be a _____ for children, some parents are caught wondering what to do with their children now that school is no longer a large part of the daily routine.

86 LEGALIZING EUTHANASIA: A SIGNIFICANT MOVE

1 Some people must have been surprised when they read in the newspaper that euthanasia had just been legalized in the Netherlands. Is it not the case that euthanasia has been legal in the Netherlands for decades? The answer to this question is: yes and no. In the strictest sense, the answer is no, but actually the answer is yes, as euthanasia has been ***tolerated*** for about twenty years in the Netherlands. Doctors who have acted according to certain standards or rules have not been **prosecuted** for killing their patients to stop their suffering. Such a practice has been **sanctioned** if carried out in response to a patient's request (although Dutch statistics show that in reality, thousands of patients have been euthanized even without a request that their lives be ended).

2 So what has changed? In one sense, nothing much. However, by formally recognizing euthanasia as a legal practice, and thereby ***acknowledging*** patients' rights to be killed with the help of a doctor, the Netherlands is making an alarming public statement before the world at large. It is saying that euthanasia is not only to be tolerated, but that it is a good thing and even a right.

3 Of course, in a country which has accepted the Nietzschean claim that God is dead, anything is possible. For when people know that they are subject to an order instituted only by themselves, not by God, then they will take the law into their own hands and decide for themselves what is good and evil. In this land east of Eden, where humanity assumes the role of supreme power, there is in the end a real risk of ***moral*** anarchy. Only a Hobbsean arrangement or public contract to **minimize** the resultant damage can then help people to live in some sort of peace with their neighbors.

4 The legal recognition of the right to euthanasia is based on the assumption that it is the prerogative of autonomous agents (in this case, patients) to claim that what they desire is right for them and should therefore be ***granted*** without question. This is the ultimate in human arrogant pride, so typical of our times. It goes hand in hand with a ***demand*** for control. Present-day citizens living in the Western world are used to pressing buttons to get what they want – be it a certain TV program, instant cash, or some other desired commodity. The society in which they live is a society of technological triumph and consumerism.

5 Not surprisingly, the arrogant pride that has accompanied our technological advance and the consumerist ideas that have led to an increased demand for all sorts of goods and services services have affected the health-care profession as well. In many parts of the world, patients now see themselves as "customers" or "clients," and doctors view themselves as mere "providers" of services. Given this understanding, it is little wonder that patients believe they have the "right" to ***purchase*** or ask for what they want – and that such a right should **encompass** euthanasia.

6 For patients and families in despair, euthanasia provides the illusion of control in a technological society in which the dying process is all too often ***extended*** unnecessarily and in which hospital wards can become places of pain. The desire for euthanasia signifies a growing distrust on the part of patients in their doctors. Perhaps it is not surprising that this distrust should surface, as is the case in the Netherlands, where people typically do not have access to hospice programs. The hospice culture, which has been nurtured by Christian thinking, is a life-affirming alternative to euthanasia and does not insist on the ***promotion*** or preservation of life at all costs. It ***rejects*** the idea of killing, while recognizing that there is a time to die. If such programs were widely available in the Netherlands, the response to the increasing technologization of medicine might not have been the sanctioning of euthanasia.

7 Some are saying that the legalization of euthanasia in a country that has tolerated the practice for a couple of decades is no big deal. However, such legalization is a big deal because of what is at stake. People have real needs and concerns at the end of life, and the Dutch legalization puts forward an example of how to ***respond to*** them. The example is a poor one that must be regarded as such. There must be a better way to help people in the midst of the dying process.

Mark the best choice.

1. The topic of para. 1 is _____ in the Netherlands.

   a) the underlying reason for legalizing euthanasia
   b) legalization of doctor-assisted suicide
   c) standards or rules that doctors have to observe
   d) the conditions that allow for practicing euthanasia

2. According to the writer, which one of the following may lead to moral anarchy?

   a) Living in accordance with a Hobbsean arrangement
   b) Being subject to a supreme order
   c) Acknowledging God's superiority
   d) People's taking the law into their own hands

3. Which one of the following is **NOT** an implication of the ultimate in human arrogant pride?

   a) A highly consumerist society
   b) Legalization of euthanasia
   c) Attitudes disfavoring euthanasia
   d) The rising demand for control

4. Hospice programs _____.

   a) have turned hospitals into places of pain
   b) reject the idea that people should choose a time to die
   c) insist on preserving life under all circumstances
   d) are widely available in health care

5. Which of the following verbs in the text means *cover, or include*?

   a) prosecute b) sanction c) minimize d) encompass

6. Which of the following is **FALSE** according to the text?

   a) Although it was illegal, euthanasia had been in practice in Netherlands for about 20 years.
   b) The formal recognition of euthanasia is expected to change the way it is practiced by doctors.
   c) The writer sees consumerist ideas partly responsible for the legalization of euthanasia.
   d) For hopeless patients, euthanasia is an escape from unnecessarily long dying period.

7. Which one of the following can be inferred from the writer's concluding remarks in para. 7?

a) The Dutch are perfectly aware of what they are risking by legalizing euthanasia.
b) The Dutch attach great importance to a dying patient's needs and concerns.
c) Some people tend to underestimate the implications of legalizing euthanasia.
d) Euthanasia seems to be one of the sensible ways to help dying people.

8. The writer's attitude towards the application of euthanasia is _____.

a) critical b) conflicting c) sarcastic d) objective

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the choice that gives its ANTONYM in that meaning.

1.	tolerate (v.) (para. 1)	a) forbid	b) approve	c) stand	d) experience
2.	acknowledge (v.) (para. 2)	a) support	b) argue	c) confess	d) deny
3.	moral (adj.) (para. 3)	a) devoted	b) responsible	c) corrupt	d) fair
4.	grant (v.) (para. 4)	a) admit	b) refuse	c) recognize	d) provide
5.	demand (n.) (para. 4)	a) indifference	b) process	c) request	d) right
6.	purchase (v.) (para. 5)	a) lose	b) demand	c) hold	d) claim
7.	extend (v.) (para. 6)	a) reach	b) spread	c) shorten	d) expand
8.	promotion (n.) (para. 6)	a) improvement	b) termination	c) decline	d) support
9.	reject (v.) (para. 6)	a) preserve	b) ban	c) eliminate	d) accept
10.	respond to (v.) (para. 7)	a) free	b) abandon	c) ignore	d) consider

B. Fill in the blanks with the correct forms of the words from section A. Use each word only ONCE.

By euthanasia most people understand an action causing death, in order to eliminate the suffering of the patient. One of the defining characteristics of euthanasia is therefore its aim to reduce suffering. It is believed that the (1)_____ for such an intervention by patients is directly proportional to the seriousness of their disease, and to their suffering.

Who should have the right to decide whether a patient receives medical treatment to (2)_____ his life during a critical or terminal illness? Most would say with great confidence, "the patient or if he is unable to decide, then his family." This used to be the case, but in a growing number of hospitals, the patient's right-to-decide is being taken away from him or from his family by bioethicists and members of the medical intelligentsia. In other words, even if he wants to live, even if he wants to (3)_____ medical treatment to enable him to fight for his life, the patient may be told that the hospital has the right to (4)_____ his request for service.

Welcome to the world of "futile-care theory," one of the hottest and most-dangerous topics in contemporary bioethics. Although such influential publications as *The Journal of the American Medical Association* and *The New England Journal of Medicine* question whether "futile care" or "inappropriate care" is (5)_____ or not, the popular media have mostly ignored this growing threat. Therefore, unfortunately, very few people are likely to (6)_____ to it. When it comes to most patients and their families, they can't because the first time they become aware that doctors are being (7)_____ the right to say "no" to wanted medical treatment (other than comfort care) is during a medical crisis, when they are at their most defenseless and vulnerable.

Hospitals in Des Moines, Iowa, appear to be the latest institutions to adopt futile-care policies. As reported by the January 2, 2005, *Cedar Falls Courier*, some area hospitals now have rules in place that permit "medical staff to withdraw treatment over a family's objection." True, when there is a dispute, families and patients have a right to a hearing in front of a hospital ethics committee, and this is (8)_____ in most hospitals, but that isn't much relief, as these committees are mostly comprised of people who either are part of the institutional culture or who (9)_____ that futile-care theory is the right way to think.

Now, a new medical hegemony is arising, one that proclaims the right to declare which of us have lives worth living and therefore worth treating medically, and which of us do not. In essence, what is being created in front of our very eyes (if we would only see) is a duty to die. It is necessary to stop the rapid (10)_____ of this power. Unless people object strongly and elected bodies take active steps to intervene, this new and deadly game of "Doctor Knows Best" will be coming soon to a hospital near you.

87 THE ETHICS OF CHEMICAL AND BIOLOGICAL WEAPONRY

1 Although the envelope ***resembled*** a letter from a fourth grade student, the contents were life threatening. The envelope sent to Senator Tom Daschle contained a form of Bacillus Anthracis, commonly known as anthrax. Around the same time, other cases of anthrax ***exposure*** were publicized. Today, chemical and biological weapons perplex the minds of the public. Such weapons are called "the poor man's atomic bomb," for their construction is cheaper and easier. Moreover, their effects are potentially as far-reaching and ***devastating*** as the atomic bomb, and many believe any future terrorist attacks might be done with biological weapons similar to anthrax.

2 Biological warfare is the intentional use of disease-causing microorganisms or other entities such as viruses, toxins, and infectious nucleic acids against humans, animals, or plants. Delivery of such substances can be as easy as sending them via mail, as in the anthrax example, or as sophisticated as mounting a chemical warhead onto a missile. Other possible means of delivery include introducing substances into a water ***supply*** or through air dispersal in the form of a gas.

3 In 1992, in order to reduce the proliferation of chemical and biological war agents, members of the United Nations signed the Chemical Weapons Convention (CWC). The CWC called for the ***prohibition*** of the use of chemical and biological weapons in war, outlawed biological and chemical weapons altogether, and required their destruction. The CWC and like-minded protocols have given an outline for cooperating states to follow. However, it is difficult to control or ***restrain*** groups who do not follow the CWC. Because the development and use of biological weapons continue throughout rogue states, the question arises on how to deal with the situation. Under the guidelines of the CWC, cooperating nations are not allowed to develop, produce, or use biological and chemical weapons. As such, the use of these weapons by a cooperating state should not be an issue. In order to deal with the possible use of such weapons against a nation under the CWC, the cooperating countries are authorized to ***conduct*** research to find vaccines and produce them. Issues related to this bring up ethical discussions.

4 In some respects, the use of biological weapons is similar to that of nuclear weapons. Both are capable of mass destruction and, in the case of poisonous gases, can disable living creatures when carried by winds to areas far beyond the immediate impact zone. Both are militarily very effective. As such, the ethical discussion of biological weapons closely resembles the ethical discussion of nuclear weapons. Under the CWC guidelines, the following scenario is unlikely to happen. It is, however, an ethical issue due to its moral implications. Consider a fascist nation known to practice mass murder. Its military forces would need only to ***overcome*** another nation's forces to gather far more people to kill in a genocide campaign. If it were successful, it would likely send at least ten million people to their deaths. **This** would likely mean success for its military campaign. Its only sensitivity would be to chemical weaponry. Would the use of chemical weapons by the nation being ***invaded*** be ethical? Nearly any view would say that stopping murder on such a scale is essential.

5 Does this apply to current times – would the use of chemical weapons against terrorist groups be the most effective way of ***eradicating*** such a threat? It is difficult to say. The issues that arise are issues similar to nuclear use, but on a smaller scale. On the other hand, to reduce the potential for civilian casualties, conventional means of war like hot ***confrontation*** appear more effective.

6 Biotechnology is applied commercially every day. The dual-use potential of most technologies involved in the research and development of biotechnology complicates the issue. "Dual-use" means that anything made for the public could also be used by the military or vice versa. Researching vaccines means researching and possibly developing weapon agents. Is **this** ethical? The use of biological weapons comes down to whether or not it is morally acceptable

and ethically responsible to do harm to another person. And essentially, the destruction of human life is in most parts unacceptable – as should be the use of biological weapons. Just like nuclear weapons, the potential for mass destruction is too great a threat; in a modern example, targeting specific small groups is rather difficult. The CWC is right in ***imposing*** such guidelines. However, because the threat of biotechnological attacks exist, it is also important to develop the technology to fight it. Countermeasures should ensure the safety and health of the general population. While it may be unethical to develop weapon agents, it is most responsible to develop the vaccines to cure them.

A. What do the following refer to?

1. This (para. 4) : _____
2. this (para. 6) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. a spread, rapid increase in number (n.) (para. 3) : _____
2. behaving in a destructive way (adj.) (para. 3) : _____
3. mass murder of a particular race (n.) (para. 4) : _____

C. Answer the following questions.

1. Give **ONE** reason why future terrorist attacks are likely to involve the use of biological weapons.

   _____

   _____.

2. Write three ways by which disease-causing organisms or other entities can be transmitted to living organisms in biological warfare.

   a) _____.

   b) _____.

   c) _____.

3. How can CWC countries protect themselves against the use of biological weapons by the non-CWC countries?

   _____

   _____.

4. According to the scenario in para. 4, how can the invaded nation defeat the fascist nation?

   _____

   _____.

D. Mark the best choice.

1. Which of the following is **NOT** required from the countries which have signed the CWC?

   a) They must not use chemical and biological weapons in times of war.
   b) They must not develop or produce chemical and biological weapons.
   c) They must sign like-minded protocols with non-CWC states.
   d) They must destroy biological and chemical weapons altogether.

2. Which of the following can **NOT** be inferred from the text?

   a) Neither nuclear nor biological weapons are suitable for use against small groups.
   b) The writer thinks that for the safety and health of the general population research in biotechnology must stop.
   c) The dual-use potential of biotechnologies poses a threat to human life.
   d) The writer probably thinks that it would not be safe to fight terrorist groups which use biological weapons using the same methods.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with their definitions. Put the letters on the lines provided.

_____ 1. resemble (v.) (para. 1)	a)	causing severe or widespread damage
_____ 2. exposure (n.) (para. 1)	b)	the act of forbidding of something
_____ 3. devastating (adj.) (para. 1)	c)	defeat somebody or something especially in a conflict or competition
_____ 4. supply (n.) (para. 2)	d)	destroy or get rid of something completely
_____ 5. prohibition (n.) (para. 3)	e)	force someone to accept something
_____ 6. restrain (v.) (para. 3)	f)	an amount or quantity of something available for use
_____ 7. conduct (v.) (para. 3)	g)	be similar to
_____ 8. overcome (v.) (para. 4)	h)	do or run something
_____ 9. invade (v.) (para. 4)	i)	keep somebody or something under control
_____ 10. eradicate (v.) (para. 5)	j)	fight or argument
_____ 11. confrontation (n.) (para. 5)	k)	the experience of coming into contact with something
_____ 12. impose (v.) (para. 6)	l)	enter a country by force

B. Fill in the blanks with the correct forms of the words from part A. Use each item only ONCE.

* Using lethal agents in warfare has a long history. The deliberate contamination of food and water (1)_____ has been attendant to warfare since ancient times, and individual poisonings have also been common. Use of these agents in modern warfare, especially biological warfare, however, was first developed in the Second World War. The Japanese led the charge and attempted to induce plague and cholera epidemics when they (2)_____ China in 1937. A

Japanese research team, Unit 731, also (3)_____ extensive and cruel experiments on live human subjects with chemical and biological agents.

* With the end of the Cold War, the possibility of chemical and biological warfare (CBW) largely vanished from the front row of concerns in Western militaries. The danger presented by chemical weaponry (CW) and biological weaponry (BW) rarely registers in the minds of the general public. Yet, in the Western world, chemical and biological agents are thought to (4)_____ nuclear weapons and considered to be "weapons of mass destruction," and are thereby put in the same general class as nuclear bombs and warheads.

* (5)_____ to most CB weapons brings death and casualties to enemy personnel, which is their purpose. Most casualties will need extensive hospital care, and many (depending on the agent used against them) will never regain their full health. However, chemical weapons are less effective against soldiers who are trained and equipped to protect themselves in hot (6)_____. In the First World War, for example, 27% of all British Empire battle casualties were from chemical weapons -- but these accounted for only 3.2% of fatalities.

* CB warfare has been rejected by the publics of the Western democracies, but this repugnance is not universal. In 1969, President Nixon promised that the United States would cease making chemical weapons and announced a unilateral moratorium on biological weaponry. This later led to a 1972 Convention that put a (7)_____ on the production of biological and bio-toxin weapons; however, the agreement lacked any verification measures. Despite signing onto the 1972 Biological Weapons Convention, the Soviets, for example, persisted in extensive research and development until the collapse of the USSR. They developed new and more reliable delivery systems to (8)_____ other nations, and they became interested in exploiting developments in recombinant DNA to produce new and more effective agents. With the collapse of the USSR, however, many of its military secrets and the labors of its leading scientists have become available to the highest bidders. In 1991, the US resumed its moratorium and began to (9)_____ its chemical stockpile. As of January 1993, over 160 nations have signed the Chemical Weapons Convention, which (10)_____ bans on the development, production, stockpiling, and use of chemical weapons. The 1972 Convention on biological and toxin weapons still lacks a verification mechanism, but signatory nations are considering implementing one in the near future. These international treaties to (11)_____ the countries involved in the production and use of biological and chemical weaponry will not solve the problem if they are treated as "mere scraps of paper." In fact, what is even more frightening and threatening is the possibility of making even more (12)_____ weapons using the recent and coming advances in science. While the Western nations are unwilling to investigate new bioweapon technologies, there are others who probably do have the money and interest. The new dawn of biological warfare may be already here.

88 CLONING IS MORAL

1 Biotechnological progress, long under moral and legal attack, was granted a two-year **reprieve** on November 6, 2003, when the United Nations announced that it was postponing consideration of an international ban on human cloning. Members of that body have been fiercely divided between those who seek to internationally ban all cloning, including in the United States, and those who ***seek*** to ban only reproductive cloning. Although each side has claimed the moral high ground, both positions are profoundly ***immoral.*** Any attempt to ban human cloning technology on the grounds that **it** is anti-life should be rejected permanently because cloning — therapeutic and reproductive — is morally good.

2 In fact, therapeutic cloning is a highly pro-life technology since cloned embryos can be used to extract medically potent embryonic stem cells. A cloned embryo is created by inserting the nucleus of a human body cell into a denucleated egg, which is then induced to divide until it reaches the embryo stage. These embryos are not human beings, but they have the potential to grow into human beings. Actual human beings are the ones dying due to the lack of this technology. The embryonic stem cells ***extracted*** from a cloned embryo can become any other type of human cell. In the future, they may be used to develop pancreatic cells for ***curing*** diabetes, cardiac muscle cells for curing heart disease, brain cells for curing Alzheimer's or even cells to produce entire new organs for transplantation. There's not an area of medicine that this technology will not potentially ***impact.***

3 Opponents of therapeutic cloning know all this, but are unmoved. This is because their fundamental objection is not that therapeutic cloning is anti-life, but that it entails "playing God," i.e., remaking nature to serve human purposes. "Human cloning would be taking a major step into making man himself simply another one of the man-made things," says Leon Kass, chairman of the President's Council on Bioethics. "Human nature becomes merely the last part of nature to succumb to the technological project, which turns all of nature into raw material at human ***disposal.***" Columnist Armstrong Williams **repudiates** all cloning by saying that "It is human egotism, or the desire to exert our will over every aspect of our surroundings," and cautions: "We're not God."

4 The one truth in the anti-cloning position is that cloning does represent the desire to exert our will over our surroundings. However, such a desire is not immoral. On the contrary, it is a mark of virtue. Using technology to ***alter*** nature is a requirement of human life. It is what brought man from the cave to civilization. Where would we be without those who exerted their will over their surroundings and constructed the first hut, cottage, and skyscraper? Every advance in human history is part of the technological project, and has made man's life longer, healthier, and happier. These advances have been produced by those who hold the premise that suffering and disease are a curse, not to be humbly accepted as God's will, but to be fought proudly with all the power of man's ***rational*** mind.

5 The same virtue applies to reproductive cloning — which, despite the ridiculous, horror-movie scenarios conjured up by its opponents, would simply result in time-separated twins just as human as anyone else. Once guaranteed to be safe, it will have legitimate uses for infertile couples and for preventing the ***transmission*** of genetic diseases. Even more important, **it** will be significant as an early form of a technique with tremendous value: genetic engineering, which most anti-cloners object to because it entails "playing God" with the genetic makeup of one's child. At stake with reproductive cloning is not only whether you can ***conceive*** a child who shares your genetic makeup, but whether you have the right to improve the genetic makeup of your children to prevent them from getting genetic diseases, to prolong their lifespan or to improve their physical appearance. You should have such rights, just as you have the right to vaccinate your children or to fit them with braces.

6 The mentalities that denounce cloning and "playing God" have consistently opposed technological progress, especially in medicine. They objected to anesthesia, smallpox inoculations, contraception, heart transplants, *in vitro* fertilization — all on the grounds that these innovations were "unnatural" and contrary to God's will. To let them cripple biotechnological progress by banning cloning would be a moral **abomination**.

A. Mark the best choice.

1. The word **reprieve** in para. 1 probably means _____ of the ban.

   a) implementation
   b) postponement
   c) abolition
   d) promotion

2. Disagreement among the United Nations members is over whether or not _____.

   a) cloning is immoral
   b) to reject the ban on cloning
   c) to postpone the ban on cloning
   d) to ban all kinds of cloning globally

3. "it" in para. 1 refers to _____.

   a) ban on cloning technology
   b) human cloning technology
   c) therapeutic cloning technology
   d) reproductive cloning technology

4. Which of the following is **FALSE** according to para. 2?

   a) Real human beings are dying due to the shortcomings of cloning technology.
   b) Stem cells have the ability to develop into any other kind of human cell.
   c) Cloning embryos is likely to influence all fields of medicine in the future.
   d) Stem cells offer the opportunity to cure many different kinds of disease.

5. The main argument of the opponents of cloning technology is that _____.

   a) therapeutic cloning is anti-life
   b) human egotism succumbs to nature
   c) human cloning is a major step in scientific progress
   d) cloning is re-creating nature and interfering in its processes

6. The word **repudiates** in para. 3 probably means _____.

   a) encourages
   b) regrets
   c) rejects
   d) favors

7. The writer agrees with opponents of cloning on their claim that cloning _____.

   a) is not immoral
   b) is a symbol of virtue
   c) represents human egotism
   d) is requirement of technology

8. "it" in para. 5 refers to _____.

   a) the same virtue
   b) reproductive cloning
   c) transmission of genetic diseases
   d) preventing the transmission of genetic diseases

9. Which of the following is **FALSE** according to paragraphs 5 and 6?

a) Anti-cloners are against technological progress in general.
b) The writer believes reproductive cloning should become a right.
c) Anti-cloners are against interfering in the genetic makeup of humans.
d) The writer believes reproductive cloning may not help to prolong life span.

10. The word **abomination** in para. 6 probably means _____.

a) right
b) issue
c) crime
d) behavior

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the alternative that does not go with the given word.

1.	seek (v.) (para. 1)	a) urgently	b) desperately	c) actively	d) negatively
2.	immoral (adj.) (para. 1)	a) people	b) culture	c) skill	d) behavior
3.	extract (v.) (para. 2)	a) minerals	b) dangers	c) information	d) news
4.	cure (v.) (para. 2)	a) an illness	b) a person	c) an animal	d) an emotion
5.	impact (v.) (para. 2)	a) equipment	b) the economy	c) education	d) the environment
6.	disposal (n.) (para. 3)	a) strict	b) complete	c) safe	d) illegal
7.	alter (v.) (para. 4)	a) radically	b) ultimately	c) vaguely	d) drastically
8.	rational (adj.) (para. 4)	a) totally	b) gradually	c) perfectly	d) essentially
9.	transmission (n.) (para. 5)	a) direct	b) problematic	c) cultural	d) genetic
10.	conceive (v.) (para. 5)	a) a baby	b) girls	c) a teenager	d) twins

B. Fill in the blanks with the correct form of the words from part A. Use each word only ONCE.

Human cloning is the creation of a genetically identical copy of an existing human or growing cloned tissue from that individual. There are three types of cloning: embryo cloning that helps produce twins and triplets of an embryo; adult DNA or reproductive cloning, where a duplicate is created from fully-grown DNA (1)_____ from an adult; and therapeutic cloning (or biomedical cloning), where a specific body part is created to be a transplant organ for a patient.

When the topic is human cloning, several scenarios where cloning could help save a human life could be imagined. For instance, in a scenario where the parents (2)_____ ways to treat their child with cancer, cloning the DNA from the sick child will solve the problem. If the mother (3)_____ a sibling whose bone marrow is the correct match for the ill one, the life of the sick child can be saved. Furthermore, through the technology of cloning, a couple could have the right to

have a biologically healthy child. For example, for a couple with a lethally recessive gene, there is a 25% chance that their child would inherit it. The opportunity to clone their healthy gene could prevent the (4)_____ of the defected one, and so they could have a child born without health defects. What is more, therapeutic cloning could (5)_____ individuals suffering from other illnesses by replacing their faulty cells. For some sufferers of cardiovascular diseases who need new hearts, and where the likelihood a person getting a compatible heart is rare, cloning would be a highly (6)_____ solution that would prevent lack of resources in health care from being a fatal problem.

Although genetics research can result in beneficial outcomes and having the power to (7)_____ human genes seems great, some feel that this power may have the potential to harm humanity. These people claim that human cloning will (8)_____ humanity in unimaginable ways, and that it will give people control over their own destiny as they try to play God. In addition, the opponents of human embryo cloning believe that it involves destruction and (9)_____ of embryos. Therefore, they claim, cloning should be banned, since it is (10)_____ to create and destroy a human being for the benefit of another.

Politics

89 SUPER TERRORISM

Terrorism has always been a serious issue, but the days when it involved small-scale bombing could be over. The future of terrorism is far more alarming.

1 Fears of serious terrorism are wrongly centered. People always panic about the possibility of terrorists obtaining nuclear weapons, but in fact the technology is very difficult to reach. Another worry is the possibility of our water supplies being poisoned. This is also implausible, as anti-bacterial filter systems in reservoirs have been carefully designed to make poisons ineffective. The real threats are cheaper, more direct, and far more effective. The advancement of technology perfectly suits the purpose of terrorism.

2 One major factor that has made terrorism more effective is the alarming rise in "suicide terrorism" incidents, which have opened up endless possibilities for terrorists. According to one scenario, they hijack a passenger jet and crash it into a nuclear power plant—a possibility so alarming that the designers of one nuclear plant in America actually crashed a light aircraft into their own reactor to see how well it could stand the crash. The damage was minimal, but nobody has ever tried the experiment in a Boeing 737 traveling at 600 mph! It is certainly a terrifying possibility because, while a fission reactor cannot explode like a bomb, it can experience "meltdown." This is when the highly radioactive core melts under intense heat and burns through the ground and seeps into the water below, which causes widespread nuclear contamination.

3 Biological warfare is another frightening possibility, especially as biological weapons are easy to use and therefore attractive to terrorist organizations. The effects are potentially devastating, causing the death of many people. One detailed American study looked at the test case of a small boat spraying anthrax spores into a light southeasterly wind. Anthrax is an airborne disease which is almost always fatal to humans. The report states, "If only half the target people were exposed, more than 600,000 deaths would occur." The terrorists could also have fled to another country by the time the anthrax symptoms were identified in the victims.

4 Chemical weapons are also easy to obtain and use, thanks to technology. Once again, technology has potentially helped the terrorists: air-conditioning systems could provide the perfect way of spreading dangerous gas extremely quickly through a building. A **mock** chemical attack by the security services on the air-conditioning system of the White House and Capitol Hill in the late 1970's proved alarmingly successful. If it had been real, the President and the entire Congress would have been killed. Although the White House case wasn't real, gas was used in a terrorist attack in 1995. That year, religious fanatics released sarin gas in the Tokyo subway. Twelve people died and more than 5,500 were injured, suffering temporary or even permanent blindness.

5 How can incidents like this be avoided? "We have carried out intensive work over the last few years to install video cameras in our stations," says a London underground spokesman. "We also carefully train staff to recognize unusual smells and to evacuate stations speedily in order to prevent people from being trapped during an attack." Likewise, nuclear specialists say that power stations are extremely well protected against terrorists, containing emergency systems which immediately shut down power at the first sign of trouble.

6 Terrorism works by acting directly on the public through intimidation or horror. What makes it so important to us is the fact that we are directly affected by it. Unfortunately, there is very little we can do about it except believe in the government and hope that the measures taken to prevent terrorism are successful. If we allow ourselves to be intimidated by it, then it has already succeeded.

A. Find words in the text that mean the following. Write only ONE word only and do not change the form of the word.

1. unlikely (adj.) (para. 1) : _____
2. destructive (adj.) (para. 3) : _____
3. escaped (v.) (para. 3) : _____
4. empty (v.) (para. 5) : _____

B. Below are six sentences, each of which summarizes one paragraph of the article. Fill in the blanks with the correct number of the paragraph.

_____ a. Experts are confident that they have minimized the risks of terrorist attacks.

_____ b. Technology has made it possible for terrorists to cause large-scale damage by using gases.

_____ c. Terrorism reaches its aim by creating fear in people.

_____ d. Having a deadly disease spread among the public is an alternative way for terrorists to carry out an attack.

_____ e. There has been an increase in the number of terrorists willing to give up their lives for their goals.

_____ f. People focus their attention on the unlikely possibility of terrorist attacks.

C. Mark the best choice.

1. The reason for crashing an aircraft into a reactor was to find out if _____.
   a) it would lead to serious damage on the aircraft or not
   b) the Boeing 737 is stronger and more resistant than other aircraft
   c) nuclear plants are potential places to be attacked
   d) the reactor could resist the crash
2. According to the fourth paragraph, it is understood that a **mock** chemical attack is a kind of attack which _____.
   a) affects the air-conditioning systems of buildings
   b) is prevented by security services
   c) is done to see what the results of a real one would be
   d) involves spreading dangerous gases throughout buildings
3. Which of the following is **NOT** a reason for a rise in terrorism?
   a) the availability of chemical weapons
   b) the simple use of biological weapons
   c) the ease of hijacking a plane
   d) the endless possibilities of an attack

D. Answer the following questions.

1. What is the effect of "meltdown" on the environment?

   _____

   _____.
2. Write two things that can be used to prevent a possible terrorist attack.

   a) _____

   b) _____.

90 BIN LADEN'S BAD BET

1 In one of his legendary moments of brilliance, Sherlock Holmes pointed the attention of the police to the curious behavior of a dog on the night of the murder. The baffled police inspector pointed out that the dog had been silent during the night. "That was the curious incident," explained Holmes. Looking back over the last year, I am reminded of that story. Ever since that terrible day in September 2001, we have all been watching, waiting and listening for the angry voice of Islamic fundamentalism to rip through the Arab and Islamic world. However, there has been silence instead. The dog has not barked.

2 The health of Al Qaeda is a separate matter. Osama bin Laden's organization may be in trouble or it may simply be lying low, planning in the shadows. In the past, it waited for several years after an operation before staging the next one. Al Qaeda, however, is a band of fanatics, numbering in the thousands. It seeks a much broader following. Bin Laden had hoped that by these destructive acts of terror he would energize radical movements across the Islamic world. However, in the past year, it has been difficult to find a major Muslim politician or party or publication that has supported his ideas.

3 Compare the landscape a decade ago. In Algeria, Islamic fundamentalists, having won an election, took control of the country. In Turkey, an Islamist political party was gaining ground and would soon also come to power. In Egypt, Hosni Mubarak's regime was terrorized by groups that had effectively shut down the country to foreign tourists. Throughout the Arab world, much of the talk was about political Islam – how to set up an Islamic state, implement Sharia and practice Islamic banking.

4 Look at these countries now. In Iran, the mullahs still reign but they are disliked. The governments of Algeria, Egypt, and Turkey have all crushed their Islamic groups. Many feared that, as a result, the fundamentalists would become martyrs. In fact, they have had to struggle hard to survive. In Turkey, the Islamists are now liberals who want to move the country into the European Union. In Algeria and Egypt, many of them re-examine their strategy of terror. If the governments bring **them** into the system, they will go from being mystical figures to local politicians.

5 Many Islamic groups will still use terrorism as a means to achieve their aims, but how can a political movement achieve its goals if none dare speak its name? A revolution needs politicians willing to accept its cause. The Islamic radicals are quiet about their cause for a simple reason. Fewer and fewer people are attracted by the fundamentalist ideology.

6 On the other hand, **this** doesn't mean that people in the Middle East are happy with their regimes or approve of American foreign policy, or that they have come to accept Israel. All these tensions remain strong. But people have stopped looking at Islamic fundamentalism as their salvation. The youth of the 1970s and 1980s, who came from villages into cities and took up Islam as a security blanket, are passing into middle age. The new generation is just as angry, rebellious and bitter. However, today's youth grew up in cities and towns, watch Western television shows, buy consumer products and have relatives living in the West. The Taliban does not appeal to them. Most have realized that Islamic fundamentalism has no real answers to the problems of the modern world; it has only fantasies. They don't want to replace Western modernity; they want to combine it with Islam.

7 None of these, however, mean the end of terrorism. As fundamentalists lose political appeal, revolutionary movements often turn more violent. The French scholar Gilles Kepel, who documents the failure of political Islam in his excellent book "Jihad," makes a comparison to communism. It was in the 1960s, after communism had lost any possible appeal to ordinary people that communist radicals turned to terror. Having given up on winning the hearts of people, they hoped that violence would intimidate people into fearing them. That is where radical political Islam is today.

8 For America, this means that there is no reason to be gloomy. History is not on the side of the mullahs. If terrorism is defeated and the fundamentalist views are challenged, **they** will withdraw. The West must do its part, but above all, moderate Muslims must do theirs. It also means that the cause of reforming the Arab world is not as hopeless as it looks today. We do not confront a region which has a powerful alternative to Western ideas; it is just a place riddled with problems. If these problems are addressed, the region will stop breeding terrorists and fanatics. The Japanese once practiced suicide bombing. Now they make computer games.

9 It might be difficult to see the light from where we are now, still deep in a war against terrorists, with new cells cropping up and new forms of terror multiplying. At his core, however, the enemy is deadly ill. The appeal of Osama bin Laden's fundamentalist ideology is fading, even in the Arab world.

(by Fareed Zakaria from *Newsweek* 09, 2002)

A. What do the following refer to?

1. them (para. 4) : _____
2. this (para. 6) : the fact that _____
   _____
3. they (para. 8) : _____

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. strange, unusual (adj.) (para. 1) : _____
2. be in power, govern (v.) (para. 4) : _____
3. rescue, escape (n.) (para.6) : _____
4. pessimistic, hopeless (adj.) (para. 8) : _____

C. Complete the following sentences using the information in the text.

* Bin Laden thought that through large-scale terrorist attacks, he (1)_____ _____. However, he hasn't been able to achieve this aim since his ideas have not received (2)_____ _____. The countries exemplifying this are (3)_____, _____ and _____.
* The writer refers to Gilles Kepel's book to support his view that (4)_____.
* The writer believes that just like Japan, the Middle East (5)_____ _____.
* From the tone of para. 9, it is obvious that the writer does not feel (6)_____ _____ about the rise of fundamentalism in the world.

D. Answer the following questions.

1. In your own words, explain what the writer means by 'the dog hasn't barked' in para. 1?

   _____

   _____.

2. Why has Islamic fundamentalism lost its appeal for the young generation?

   _____

   _____.

3. According to the writer, why doesn't the west need to be concerned about the Arab world?

   _____

   _____.

91 THE NATURE OF POLITICAL ACTION

1 Looking at political life from an interactional point of view, certain observations can be made. Whereas economic behavior implies a certain voluntariness and mutuality in the relationship such as the one in a contract, political action implies the opposite. Behaving politically, a leader commands because he possesses authority and a citizen obeys if he admits the legality of the authority. If he does not obey, theoretically, he is punished. Depending on the seriousness of the disobedience, the punishment ranges from being fined to being sentenced to imprisonment. In practice, he may get away with the consequences of disobedience. He can do this most safely if he has another source of power to balance against the political authority. Yet, though political position is by no means the only source of power, any other source can guarantee only a partial and usually temporary immunity to governmental action. To persist in power, any government must ensure that the price of disobedience is sufficiently high to persuade most of the general public to obey the bulk of the laws most of the time.

2 In seeking to compel, or force, a citizen into a certain line of behavior, the person in authority is not supposed to pursue his own ends in contrast with those of the group. The fact that he is in authority gives him a certain power, but it also places limitations upon him. If he utilized his position simply to achieve his private ends, the basis of his position would soon deteriorate. As a single individual, he cannot possibly match the combined strength of his fellows. His position of authority must have support, and in order to maintain support, he cannot use the position exclusively for his private ends. Even though the governing personnel are not responsible in equal degree to all in the population, they are usually highly responsible to the elite.

3 Although the person in authority in business would normally be permitted to seek his own profit, in political office, he is forbidden to **do so** except within the limits prescribed by his office. Therefore, if he is to be persuaded to accept responsibility, he must be rewarded in some way. If the position is among the highest, the pay will have to be satisfactory enough to attract capable candidates. One simple but incorrect form of reward is to allow the official to collect all he can from the very persons over whom he exercises his authority. However, this doesn't work because, in that case, it is more profitable not to enforce the rules than to enforce them. An efficient government, therefore, demands that the rate of pay be fixed in some way independent of the authority in question. It must be a reward for adherence to certain standards of performance, and any unauthorized use of the official position must be a cause for punishment. Otherwise, the person in authority enjoys an advantage that in a strictly economic sense no ordinary person can enjoy.

4 The possibility of corrupt political action poses the central problem of all governments: how to ensure that those who represent the group, who protect and regulate it, actually use their authority to achieve its ends rather than their own when the two conflict. Every actual political system makes an effort to solve this problem. However, none has ever been completely successful.

A. What do the following refer to?

1. it (para. 2) : _____
2. do so (para. 3) : _____

B. Complete the following sentences using the information in the text.

1. If a citizen has a source of power to balance against the political authority, _____
   _____
   _____.
2. The person in authority may lose support if _____
   _____.
3. The writer disapproves of the form of reward that enables the politician to _____
   _____.

C. Answer the following question.

1. What is the problem that political systems fail to solve when governments and their citizens conflict with each other?

   _____
   _____.

D. Mark the best choice.

1. Which of the following is **TRUE** according to the text?
   a) Political behavior involves voluntariness and mutuality.
   b) Only a government that can enforce laws can maintain its power.
   c) Political position is the only source of power with which to gain authority.
   d) The authority mustn't be punished only because his position gives him advantages.
2. Which of the following is **FALSE** according to the text?
   a) There is not a single or a fixed way of punishing disobedience.
   b) Individually, the person in authority is less powerful than his group.
   c) The rate of pay shouldn't vary according to the position of the authority.
   d) The governing personnel have to explain their actions to the elite.

92 POLITICAL IDENTIFICATION

1 Political systems are sub-systems of a larger society. These sub-systems are "lasting and continuing" patterns of behavior which are related to power, authority, and rule. As the discipline of political science developed, scholars studied the patterns of countries in Western Europe and North America. These states had established boundaries which separated them from other states having their own control. The continued existence of these states depended upon the individuals within each state identifying with it. However, it could be observed that within these states were smaller groups who possessed some aspects of culture (language, religion, a common history, etc.) which were different from other groups within the state and also different from that culture which the state considered characteristic of itself.

2 Ethnic groups are those in which the individual members ***consciously*** share some aspects of common culture. These cultural aspects include language, religion, personal attitudes and values, life-style, patterns of ***interaction***, and other social behavior.

3 Political scientists frequently give the name "nation" to these groups, especially if their ethnic quality is the same as that of a state which presently exists or has existed in the past elsewhere in the world. People of Chinese origin, for example, living throughout Southeast Asia, but outside the boundaries of the state of China, are members of the Chinese nation. A "state," on the other hand, has fixed boundaries within which it is completely independent and is governed by whatever form of governmental institution has developed historically: democracy, monarchy, or any other. Of the more than two hundred independent states in the world, only a very few could be said to consist of a single ethnic group. Of these, Japan is the most outstanding example. Therefore, the term "nation-state," which is widely used by historians, political scientists, and other social scientists, is not a correct description of very many existing states.

4 In nineteenth-century Europe, the doctrine that every state should consist of a single ethnic group and that every ethnic group should have a state was developed. This doctrine is a dangerous one, since most states are multi-ethnic within their fixed boundaries, and the changing of boundaries can only be ***accomplished*** by war or conquest – patterns of behavior which most states and international organizations wish to avoid. This alarming and **subversive** doctrine was strongly ***advocated*** by the American president Woodrow Wilson in the peace talks following World War I as the doctrine of self-determination of peoples. The end of World War II brought about the collapse of the empires of Great Britain, Germany, France, and Belgium, among others, and the doctrine of self-determination, self-rule, was again supported by colonial peoples who found themselves ***freed*** from their imperial rulers.

5 Following the two World Wars, there was a rise of sharper ethnic or quasi-ethnic identities in many of the older states. Since World War II, particularly, ethnic ***conflict*** has been more severe in many states than class conflict. The concentration of an ethnic minority within the boundaries of a state may be the result of a number of political factors. Military conquests may bring about changes in boundaries which resulted in an ethnic group being separated from the main body of the group. Some of the ethnic minorities may be the result of migration. The remaining people of old colonies may also ***account for*** the existence of minorities within states. Most of the ethnic minorities around the world have been struggling to become independent states since the end of World War II, and many have resorted to force in the attempt to **gain that end**. In fact, several ethnic minorities have succeeded in this.

6 An ethnic group's defining characteristic is usually language. Language is the most basic of all human cultural elements. Through language, each individual ***establishes*** his own particular identity: the 'I' which indicates his existence. Also through language, he establishes his contact with others who are like him, the 'we.' All outsiders, strangers, or enemies are designated by 'they.'

7 Religion is another powerful shared interest which keeps groups of people united. However, a shared religion and a shared language by themselves do not ***ensure*** that people will identify with each other. The countries of North Africa and the Middle East, for instance, share the Arabic language and the Islamic religion, yet they do not ***identify with*** each other. These states do not share a common historical background. Many of their traditions and values date to the time before the Arab conquest, and **they** differ greatly.

Mark the best choice.

1. Which of the following is **FALSE** according to para. 1-3?

   a) An ethnic group living in a country with fixed boundaries is identified as a 'nation.'
   b) A state is likely to exist as long as its people identify themselves with the state.
   c) A large majority of the independent states in the world are not actually 'nation-states.'
   d) Complete independence is not limited to a specific way of governing a country.

2. **subversive** in para. 4 probably means _____.

   a) dissuasive
   b) mplying deterrence
   c) trivial
   d) causing trouble

3. Which of the following might **NOT** be a cause of the existence of an ethnic minority in a state?

   a) Moving from one country to another.
   b) Having once lived under the rule of a former colonial power.
   c) A country having been invaded by another country.
   d) Choosing the right to self-determination.

4. **gain that end** in para. 5 means _____.

   a) account for the existence of minorities
   b) exist as minorities within states
   c) become an independent state
   d) resort to force

5. An ethnic group _____.

   a) does not have any common values with the 'nation'
   b) distinguishes itself from the members of the state by calling them 'they'
   c) can be united if they only share the same religion and language
   d) gets support from international organizations to fight for independence

6. 'they' in para. 7 refers to_____.

   a) the countries of North Africa and the Middle East
   b) the Arabic language and the Islamic religion
   c) the states sharing a common historical background
   d) many of the traditions and values

VOCABULARY PRACTICE:

A. Read the following sentences that give the definition or synonym of the italicized words in the text and choose the correct word to fill in the blanks. Focus on the meaning that is used in that context.

(Para. 2)

1. When individuals **consciously**, or _____ (accidentally / knowingly) share aspects of a common culture, they are called an ethnic group.
2. One of the aspects that make individuals an ethnic group is the patterns of **interaction**, or patterns of _____ (communication / relationship) between them.

(Para. 4)

3. Most states and international organizations avoid changing the boundaries because it can only be **accomplished**, or _____ (altered / achieved) by war.
4. Woodrow Wilson strongly **advocated** the subversive doctrine that every state should consist of a single ethnic group. In other words, he _____ (supported / criticized) this doctrine.
5. When colonial people are **freed** from their imperial rulers, they become _____ (dependent / independent).

(Para. 5)

6. Since World War II, particularly, ethnic **conflict** has been more severe in many states than class **conflict**, i.e., class _____ (dispute / harmony).
7. The remaining people of old colonies may **account for** or _____ (disclose / explain) the existence of minorities within states.

(Para. 6)

8. Language helps each individual to **establish**, or _____ (create / determine) his own particular identity.

(Para. 7)

9. A shared religion and a shared language by themselves do not **ensure**, or _____ (guarantee / maintain) that people belong to the same ethnic group.
10. Along with language and religion, individuals have to share a common historical background to **identify with**, or be _____ (related / helpful) to each other.

B. Fill in the blanks with the correct forms of the bold words from part A. Use each item only ONCE.

* Words like "ethnic groups" and "ethnicity" have become quite common terms, and they keep appearing in the press, in TV news, on political programs and in casual conversations. There are many definitions of an ethnic group, but simply an ethnic group is a human population whose members (1)_____ each other, usually on the basis of a presumed ancestry, and of common cultural, behavioral, linguistic or religious practices. And ethnicity tends to be recognized as a means of (2)_____ between different cultural groups and strategic positions of power within the structure of the society. Though in the early twentieth century, many social theorists held that ethnicity would decrease in importance and eventually vanish as a result of modernization, industrialization and individualism, it still exists and the vast majority of wars in the world today involve ethnic (3)_____ within states. This ethnic clash is the consequence of the failure to (4)_____ that there is equality among ethnic communities in political, economic, cultural and employment opportunities. Thus, national security can only be guaranteed by (5)_____ an environment of democracy.

* Why did America decide that Iraqi people had to be (6)_____ from a ruthless dictator? Was democracy the real object of American policy in Iraq? An interesting fact is that the Bush Administration did not seriously consider Iraq a policy priority before September 2001. Though some politicians had long (7)_____ the forcible overthrow of the Saddam Hussein regime, President Bush had rejected the idea of a military attack before then. However, this decision was reversed and the Bush Administration started to discuss the need for a regime change in Iraq. What could (8)_____ such an abrupt change in view of the importance of the Saddam regime? Some think the reason was that Saddam had been responsible for the deaths of his own people and that after 2001, Americans were afraid that he would not stop at using anything in his power to harm the Western world and especially America. On the other hand, others felt the real reason was that Americans (9)_____ decided to get closer to the petroleum in Iraq. Though they have never mentioned the petroleum, this region is a principle source of global oil. Then it can be said that what the Bush administration had in mind was securing petroleum not democracy, and this could more easily be (10)_____ by the invasion of this petroleum rich area.

93 THE INDIVIDUAL LEVEL OF ANALYSIS

1 Many analysts believe that leaders have a major impact on foreign policy-making. This impact is most vivid in the actions of all-powerful dictators in totalitarian states. Joseph Stalin, for instance, almost single-handedly changed the political, military, and economic landscape of his country. Further, he **did so** by acting erratically and brutally. The impact of democratic leaders may not seem as dramatic as that of dictators, but many analysts agree that they do exert a significant influence over policy-making. ***Assessing*** the impact of leaders is difficult, for it entails a close look at the behavior makeup of the individual and of the conditions within which he or she must act.

2 Consider President Ronald Reagan's 1983 remark that the Soviet Union was "the focus of evil in the modern world". How should this remark be ***interpreted***? Was Reagan merely expressing the bipolar rivalry between the United States and the USSR in moral terms in order to mobilize public support for his defense policy? Was he prompted by the crusading spirit in American political culture? Was he expressing a heartfelt personal **conviction**? In theory, factors operating at the systemic, state, and individual levels each exert identifiable influences on a nation's actions in the world arena, but in practice the three levels of analysis can be difficult to separate when a state's foreign policy is expressed through a leader's words and actions. Individual-level perspectives on world politics cannot present an **infallible** means of determining how much individuals matter relative to the international system and domestic politics, but they can offer organized means of looking at how human factors affect international relations. They examine how such factors as human nature, psychology, emotional temperament, attitudes, perceptions, and beliefs direct decision makers to choose one foreign policy option from the available repertoire.

Personal Experience and Leadership Style

3 The frequency with which historical analogies are used to make inferences about current problems **underscores** the importance of leaders' backgrounds and experiences in affecting foreign policy decisions. Those who can remember the past are not necessarily condemned to repeat it, but everyone relies to some degree on powerful or relevant life experiences in interpreting complex situations and making difficult choices. Consequently, it is often argued that the beliefs and leadership styles of national leaders are shaped in important ways by their previous perceptions of and experiences in personal relationships, politics, executive or management roles, and foreign policy-making.

4 Leadership style consists of an individual's considerations of ends (for example, one's desired role in the foreign policy-making process; one's country's role in global affairs) and means (for example, the methods one uses to define and play out those roles; one's approach and organization—whether one delegates authority or not).

Nasser, Pan-Arabist

5 On July 23, 1952, a group of young military officers, part of the **clandestine** Free Officers Society, overthrew King Farouk of Egypt. Among this group was Egypt's first long-term president, Gamal Abdul Nasser, in office from 1954 to 1970. Nasser, the son of an Alexandria postal clerk, got his break in 1937 when the Royal Military Academy allowed young men without palace or aristocratic connections to enter the officer group. For many young men from lower-class families, the academy was an opportunity to rise to a reasonable rank based on merit. Yet, dissatisfaction among the junior officers with their superiors and the unsuccessful attempt to prevent the establishment of Israel in 1948 created a political activism.

6 Although Nasser rose from the ranks of the lower middle class and instituted many programs that benefited them, there is evidence of dualism in his personal beliefs. While appealing to the masses, he also distrusted them, destroying all political parties except the state party, and severely curtailing the freedom of the press. While supporting the notion of a democratic Egypt, Nasser believed that Egypt was still in a pre-democratic stage and required authoritarian rule. He therefore employed a large group of domestic spies to ***monitor*** the behavior of both friend and foe. As one author notes, Nasser could be "dictatorial or respectful, charismatic or ***suspicious***, honest or crafty."

7 For many in the Arab world, Nasser represented disobedience against the West. In 1954 he forced the British to ***withdraw*** their army of 80,000 from the Suez Canal Zone; in 1955 he ***acquired*** Soviet arms; in 1956 he recognized communist China and in the same year nationalized the British-controlled Suez Canal Company.

8 Nasser's success—or more accurately, his survival—contributed to the emergence of Nasserism, a personality cult that made the Egyptian leader seem bigger than life. He became identified with a new revolutionary nationalism and effectively ***promoted*** Pan-Arabism, a movement to unify the Arab world into a single state. Toward this end, from 1958 to 1961, Egypt and Syria ***unified*** to form the United Arab Republic, with Nasser at the controls. Yet, while many viewed Nasser as a champion of the Arab cause, Western states and conservative Arab Monarchies in Jordan and the Gulf region perceived Nasser's bullying as an ambitious attempt to extend Egyptian influence throughout the region. When Nasser died of a heart attack in 1970, he was widely praised as a hero, though his dream of Pan-Arabism had fallen far short of its goal. Regardless of the final verdict on Nasser, it is clear that he played the critical role in shaping Egyptian foreign policy during nearly twenty **tumultuous** years.

Nikita Khrushchev and the Politics of Bombast

9 Nikita Sergeyevich Khrushchev, Ukrainian by birth, was outgoing, demonstrative, and confrontational. During his term from 1958 to 1964, he rarely avoided taking risks, either in ***domestic*** politics or foreign policy. Khrushchev loved a good argument and was fond of making dramatic gestures. Under his leadership, the USSR temporarily took the lead in the "space race" by orbiting Sputnik and launching the first human voyages into space.

10 Khrushchev's high-flying claims, statements, and bluffs often caused alarm in the Western world. He once boasted, for example, that communism would "bury" the West with superior production, and during the Suez Crisis in 1956 his government threatened Britain and France with nuclear devastation. Khrushchev's combative attitude with respect to the West was reflected in the frequent East-West crises that erupted during his **tenure** in office. His bombastic pronouncements during the Suez, Taiwan Straits, Berlin and Cuban crises symbolized the sharpness of the Cold War's ideological conflict. Yet, his passionate speeches did not prevent him from developing a respectful relationship with Eisenhower during his 1959 visit to the United States. Reflecting Khrushchev's unpredictable style, the new relationship with Eisenhower was in turn ruined by the U-2 crisis the following year. At the same time, Khrushchev's ***conflict*** with a fellow Communist, China's Mao Zedong, was often played out on a personal level, and the poor relationship between Khrushchev and Mao certainly did nothing to lessen the growing rift between Moscow and Beijing in the late 1950s and early 1960s. ***Ultimately***, Khrushchev's risky moves at home and abroad (such as cutting the Soviet conventional defense budget in favor of nuclear weapons, pumping resources into the "virgin lands" agricultural development fiasco, and creating a frightening nuclear crisis by attempting to place missiles in Cuba) ***alienated*** too many of his colleagues in the Soviet Communist party from him, and he was removed from power in 1964.

A. What does the following refer to?

1. did so (para. 1) : _____

B. The following words are boldfaced in the text. Match them with their meanings. Put the letters on the lines provided. There are more meanings than you need.

_____ 1.	conviction (n.) (para2)	a) period
_____ 2.	infallible (adj.) (para 2)	b) perceptive
_____ 3.	underscores (v.) (para 3)	c) secret
_____ 4.	clandestine (adj.) (para 5)	d) belief / thought
_____ 5.	tumultuous (adj.) (para 8)	e) emphasizes
_____ 6.	tenure (n.) (para. 10)	f) straightforward
		g) troubled
		h) reliable
		i) destruction
		j) interprets

C. Mark the following statements as True (T) or False (F).

T F 1. Reagan's comments about the Soviets illustrate that it's difficult to assess the impact of a leader.

T F 2. It wasn't until Nasser became president that young men from lower-class families were accepted into the Royal Military Academy.

T F 3. It can be inferred from the text that Nasser was in peace with Chinese in the mid 1950s.

T F 4. Conservative Arab Monarchies in Jordan and the Gulf approved of Nasser's disobedient attitude towards the west.

T F 5. Despite his aggressive attitude towards the west, Khrushchev's relationship with Eisenhower was pretty good but it did not last long.

D. Answer the following questions.

1. Write two reasons for the King being overthrown in Egypt, in 1952?

   a) _____

   b) _____.

2. What was the goal of Egypt and Syria's unification?

   _____

   _____.

E. Mark the best choice.

1. Which of the following is **FALSE**?

   a) Personal experience has a great role in shaping a leader's style.
   b) Nasser adopted double standards in his treatment of the people of Egypt.
   c) Khruschev preferred a passive foreign policy in the early years of his leadership.
   d) Despite the similarity of their political systems, Russia and China had a poor relationship.

2. Which of the following is **TRUE**?

   a) Compared to totalitarian leaders, democratic leaders' actions have more serious consequences.
   b) It is necessary for political leaders to forget the past to make correct political decisions.
   c) As he had achieved Pan-Arabism, Nasser was considered a hero throughout the Arab world.
   d) Khruschev's decisions regarding defense, agriculture and foreign policy led to his downfall.

VOCABULARY PRACTICE:

The following words are italicized in the text. Fill in the blanks with the words from the box. Do not change the form. Use each word only ONCE.

suspicious	**interpreted**	**monitor**	**conflict**
domestic	**ultimately**	**acquired**	**alienating**
withdraw	**promoting**	**unified**	**assessing**

* Gamal Abd-al Nasser was a charismatic and brilliant political leader who achieved unprecedented popularity both in Egypt and throughout the Arab world. He was admired for (1)_____ Arab nationalism. His (2)_____ social programs, his dramatic nationalization of the Suez Canal, and Egypt's heroic stand against the British invasion also made him popular in the Arab world. Pan-Arab unity became the overriding theme in the Arab world from the late 1950s up to 1967, and Nasser became its chief advocate and spokesman. The most dramatic display of Pan-Arabism took place in 1958, when Egypt was (3)_____ with Syria to form a single country, the United Arab Republic. But Nasser was essentially an Egyptian nationalist, so the practical interests of the two countries never fit together, and the union came to nothing. But Nasser's revolutionary pan-Arabism was not all talk. He also supported the formation of the Palestine Liberation Organization, further (4)_____ him from the West. He strengthened Egypt's ties to the Soviet Union and (5)_____ technical and military assistance from the communist bloc to build an army to fight the US-supported Israeli army. However, with the Six-Day War in June 1967, the leader's career came to an end. The Arab world's ignominious defeat by Israel ended in the Israeli

occupation of Syria's Golan Heights and the Gaza Strip, causing the Egyptian army to (6)_____. The loss of Sinai was enough to (7)_____ destroy the political career of the Arab leader, and Abd-al Nasser was asked to resign as president.

* Discussions around the world have focused on the necessary mechanisms required to stabilize and resolve the Palestinian and Israeli (8)_____. Many people involved in these discussions are committed to a two-state solution. Indeed, the PLO (Palestine Liberal Organization) traditionally called for a secular democratic state, which Israelis generally (9)_____ as hostile to Israel's right to exist. Virtually everybody who thinks seriously about this issue understands that there is no realistic alternative to the two-state solution. To achieve this solution, the intervention of third parties is necessary. However, both Israelis and Palestinians are (10)_____ of their motives. The third parties' main role is to (11)_____ whether the two sides are fulfilling their commitments to the establishment of peace in the region. With its present state though, it is difficult to be positive in (12)_____ the future status of this region.

94 WHY PARIS IS BURNING

1 The young men in hooded sweatshirts go by rapper names—Spion, El Pach, Benou, and K-Soc—and like thousands of others from the dirty, soulless apartment blocks that ring France's big cities, they were out cruising the streets of Paris's banlieues* last week. Near the city hall of Bobigny, a rough town on the northeastern outskirts of Paris, a circle of fire marked where a trash container had been set alight to provoke a police patrol. "People get involved with the police every day around here," says Spion, 19, who is of Moroccan ***origin***. But this is different, says his friend Benou, whose parents came from Algeria. "This is May 1968—but in the banlieues."

2 France won't soon forget that spring, when student riots brought down the government, and at times last week Paris seemed to be reliving those violent days. Night after night, groups of angry citizens turned their forgotten wastelands into a battleground. The skies burned red. Crowds of stone throwers clashed with police, and threw Molotov cocktails at cars and buses. The rioters were mostly Arab or black, but they were also mostly French, born and bred in the neighborhoods they were setting on fire. Their anger spread across northern Paris, just a few miles from the city's glittering heart, as one poor neighborhood after another joined in the chaos. Thousands of police and firemen struggled to stop the ***rebellion*** and found themselves inflaming it. In one banlieue, four shots, a rarity in France, were fired at the police. French leaders tried to find a balance between ***condemning*** the violence and trying to understand it, but they seemed powerless to impose order on the streets. Above all, the anger expressed by youths has been a heavy blow to France's self-image as a model of social equality. "It's like a forest that's dried out," says Malik Boutih, the Socialist Party national secretary. "Things heat up, a wind starts blowing, and all it takes is a spark for the whole thing to go up."

3 Banlieues like Bobigny and Clichy-sous-Bois are areas that few foreigners see and no one in France wants to talk about. The working-class banlieues of Paris are ***dominated*** by high-rise public housing, where Arab immigrants from North Africa were put up when they started arriving in the postcolonial years. Now their children and grandchildren live in poor conditions alongside fresh waves of African and South Asian immigrants and their French-born children. Families struggle to make a living, while drug dealers and other criminals ***exploit*** the only business opportunities to be found. Unemployment in some neighborhoods surpasses 40%, and hope is a rare possession. These are all kids who feel they're not considered really French. When they look for work, they don't find it. When they ask for housing, they don't get it.

4 The spark for last week's chaos came on October 27, with the deaths of two teenagers. Bouna Traore, 15, of Malian origin, and Zyed Benna, 17, whose parents are Tunisian, thought they were being chased by police. When they took refuge with a third teenager in the relay station of a high-voltage transformer, Traore and Benna were electrocuted. Locals blamed extreme policing for the deaths, although an official inquiry late last week found that there had been no chase. That evening, an angry group demonstrated in front of a nearby fire station, setting off a rolling wave of nightly clashes between young Arabs and French riot police that leapfrogged across the banlieues of Paris. After nine nights of rage, the uprising spread to Dijon and Marseilles, as rioters burned thousands of cars and set fire to buses, schools, and government buildings.

5 Nearly as shocking as the beginning of the violence was the French government's failure to stop it. In an embarrassing admission of its loss of control, the government was forced to ***suspend*** some train services from Paris to Charles de Gaulle Airport after two trains were targeted by a mob of youths. As the trouble increased last week, the political left and the rioters themselves laid the blame on the strict policies of Interior Minister Nicolas Sarkozy. The rioting "is going to go on until they pull Sarkozy out of office," says K-Soc, 19, in Bobigny. "He heats things up and then leaves us here to deal with the police." In an attempt to get the situation back to normal, ***residents*** marched in silence through their burned neighborhoods on Saturday in a call for calm. Prime Minister Dominique de Villepin, considered Sarkozy's main rival for President, met with a

group of teens and promised to unveil a plan by the end of the month for ***aiding*** poor neighborhoods.

6 However, that alone won't be enough to defuse the anger. "The French just don't think the political class can solve these problems," says Stephane Rozes, a political analyst. "They see gestures, not problem solving." For years, disgruntled immigrant youths have been trying to attract government attention—occasionally by mounting violent disturbances like last week's. But France believes that once black and Arab newcomers arrive, they are officially French and do not need special treatment to guarantee their equality. While in theory the children of immigrants have the same rights as their white counterparts, many suffer ***persistent*** discrimination when it comes to jobs, decent housing, and upward mobility. They have virtually no political leaders—just one current Cabinet minister is Algerian-born—to carry their interests into the halls of power. Many of France's ***estimated*** five million Muslims feel the country has promised more than it has delivered. Not surprisingly, despair and anger run deep. Liberty, equality, and fraternity are ideals that France has nurtured over the centuries, but they were in little evidence last week around Paris. Changing that will ***require*** the French to face the widening differences between those in the banlieues and the rest of the country. Until then, the rage and resentment inflaming the streets will surely continue to burn.

***banlieue:** suburb in French

A. What do the following refer to?

1. it (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line and do not change the form of the word.

1. surround (v.) (para. 1) : _____
2. spread (v.) (para. 4) : _____
3. reveal (v.) (para. 5) : _____
4. unhappy (adj.) (para. 6) : _____

C. Mark the following statements as True (T) or False (F) according to the text.

T F 1. It is common to open fire on the police in the French banlieues.

T F 2. For three generations Arabs from North Africa have been living in the banlieues.

T F 3. The riots in the banlieues began after two teenagers were killed by the police.

T F 4. It can be inferred from the text that Nicolas Sarkozy intends to become the President of France.

D. Answer the following questions.

1. What happened as a result of the events in May 1968?

_____

_____.

2. In your own words, explain why the writer says "the anger expressed by youths has been a heavy blow to France's self-image as a model of social equality" in para. 2.

_____

_____.

3. Why have French governments remained indifferent towards the people living in the banlieues?

_____

_____.

4. In your own words, explain what the French government should/could do to solve the problems of the people living in the banlieues.

_____

_____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

_____	1. origin (n.) (para. 1)	a)	state that somebody or something is bad
_____	2. rebellion (n.) (para. 2)	b)	stop something, usually for a short time
_____	3. condemn (v.) (para. 2)	c)	have something as a necessary precondition
_____	4. dominate (v.) (para. 3)	d)	give help to somebody
_____	5. exploit (v.) (para. 3)	e)	be the most important element of something or have control over something
_____	6. suspend (v.) (para. 5)	f)	existing or continuing for an unpleasantly long time
_____	7. resident (n.) (para. 5)	g)	the ethnic group or country that somebody comes from
_____	8. aid (v.) (para. 5)	h)	make an approximate calculation of something
_____	9. persistent (adj.) (para. 6)	i)	use something in order to gain a benefit
_____	10. estimate (adj.) (para. 6)	j)	somebody who permanently lives in a place
_____	11. require (v.) (para. 6)	k)	opposition to authority, moral codes, or conventions

B. Fill in the blanks with the words from part A. Do not forget to make the necessary changes. Use each item only ONCE.

The youth (1)_____ that is engulfing France is not surprising. It is the result of 30 years of government neglect and of the (2)_____ failure of the French political classes -- of both right and left -- to make any serious effort to integrate its Muslim and black populations into the larger French economy and culture. It is also the outcome of the deep-seated and soul-destroying racism that has (3)_____ the unemployed and profoundly alienated young of the ghettos to failure when they try to find a job or decent housing. To understand the cause of this profound crisis in France, it is important to step back and remember that the ghettos were created as a matter of industrial policy by the French state. If France's immigrant population, mostly (4)_____ by Arabs and some blacks, is quite large (today more than 10 percent of the total

population), it is because there was a government and industrial policy that (5)_____ male manpower during the post-World War II years of reconstruction and economic expansion. These immigrant workers, especially Moroccans, were (6)_____ by industrial employers as they were passive, unlikely to strike, and cheaper to hire. France's immigrant workers lived in huge, high-rise low-income housing ghettos -- known as "cités" -- specially built for them, and deliberately placed out of sight in the suburbs so that their darker-skinned (7)_____ wouldn't pollute the center cities of Paris, Lyon, Toulouse, Lille, Nice, and the others of white France's urban centers. Today, a(n) (8)_____ eight million French citizens are immigrants with Muslim roots, but the average in Muslim areas is a nominal 20 percent rising to 50 percent in some places. However, the current rebellion has little to do with Islamic fundamentalism. It was the anguished scream of a lost generation in search of an identity, children caught between two cultures and belonging to neither -- a rebellion of kids who, born in France and often speaking little Arabic, don't know their (9)_____, but who feel excluded, marginalized, and invisible in the country in which they live. Some turn to religion, others to drugs and crime. The police (10)_____their patrols in these zones years ago, and fear and violence filled the vacuum. To stop this violence, the French government needs to create employment to (11)_____ the poor immigrant community, increase investment in education, and produce an effective anti-discrimination legislation to ensure all these measures take place.

95 THE DECLINE OF AMERICA'S SOFT POWER

1 Anti-Americanism has increased in recent years, and the United States' soft power—its ability to attract others through the legitimacy of US policies and the values that underlie **them**—is in decline as a result. According to international surveys, the majority of people in 29 European countries say that Washington's policies have had a negative effect on their view of the United States. Most Europeans believe that Washington has hindered efforts to fight global poverty, protect the environment, and ***maintain*** peace. Such attitudes undercut soft power, reducing the ability of the United States to achieve its goals without resorting to coercion or payment.

2 Skeptics of soft power claim that popularity is temporary and should not guide foreign policy. The United States, they assert, is strong enough to do as it wishes with or without the world's approval and should simply accept that others will envy and fear it. The world's only superpower does not need permanent allies, according to Defense Secretary Donald Rumsfeld. However, the recent decline in US attractiveness should not be so lightly dismissed. It is true that the United States was not much criticized for its unpopular policies in the past (such as those regarding the Vietnam War), but that was often during the Cold War, when other countries still feared the Soviet Union. It is also true that the United States' size and association with ***disruptive*** modernity make some hatred unavoidable today. But wise policies can reduce the ***hostilities*** that these realities engender. The Cold War was won with a strategy of containment that used soft power along with hard power.

3 The United States cannot ***confront*** the new threat of terrorism without the cooperation of other countries. Of course, other governments will often cooperate out of self-interest. But the extent of their cooperation often depends on the attractiveness of the United States. Soft power, therefore, is not just a matter of temporary popularity; it is a means of obtaining outcomes the United States wants. When Washington discounts the importance of its attractiveness abroad, it pays a steep price. When the United States becomes unpopular, pro-American foreign political leaders are unlikely to make helpful concessions (such as the lack of cooperation from Chile, Mexico, and Turkey in March 2003). Furthermore, when US policies lose their legitimacy in the eyes of others, distrust grows, reducing support for the US in international affairs.

4 The current struggle against Islamist terrorism is not a clash of civilizations; it is a contest closely tied to the civil war raging within Islamic civilization between moderates and extremists. The United States and its allies will win only if they ***adopt*** policies that appeal to the moderates and use public diplomacy effectively to get their message across. Yet the world's only superpower, and the leader in the information revolution, spends as little on public diplomacy as does France or the United Kingdom.

5 With the end of the Cold War, soft power seemed ***expendable***, and Americans became more interested in saving money than in investing in soft power. Between 1989 and 1999, the amount of money the United States spent on soft power decreased ***significantly***. Soft power had become so identified with fighting the Cold War that few Americans noticed that, with the advent of the information revolution, soft power was becoming more important, not less. It took the September 11 attacks to remind the United States of this fact. Although Washington has rediscovered the need for public diplomacy, it has failed to master the complexities of exercising soft power in an information age. Nevertheless, it is beginning to take action. For example, the board in charge of the Voice Of America, along with a few other specialized radio stations, has taken some useful steps such as the establishment of Radio Sawa to broadcast in Arabic, Radio Farda to broadcast in Farsi, and the Arabic-language TV station Al Hurra. Yet much more is needed, especially in the Middle East.

6 Dictatorial regimes in the Middle East have ***eradicated*** liberal opposition groups, and radical Islamists are in most cases the only ones left. They feed on anger toward corrupt regimes, opposition to US policies, and popular fears of modernization. Liberal democracy, as they portray it, is full of corruption, sex, and violence—an impression ***reinforced*** by American movies and television. Nonetheless, the situation is not hopeless. Although modernization and American values can be disruptive, they also bring education, jobs, better health care, and a range of new opportunities. Indeed, polls show that much of the Middle East craves the benefits of trade, globalization, and improved communications. American technology is widely admired, and American culture is often more attractive than US policies. As long as there are such widespread moderate views, there is still a chance of ***isolating*** the extremists.

(Adapted from *The Decline of America's Soft Power* by Nye, J.)

A. What does the following refer to?

1. them (para. 1) : _____

B. Find words in the text that mean the following. Write only ONE word on each line and do not change the form of the word.

1. cause (v.) (para. 2) : _____
2. high (adj.) (para. 3) : _____

C. Mark the following statements as True (T) or False (F).

T F 1. The United States has the ability to fight terrorism on its own.

T F 2. The war against Islamist terrorism is a consequence of the conflict within the Islamic world.

T F 3. It was after the Cold War that America realized the significance of soft power.

T F 4. Most of the people in the Middle East would prefer American culture instead of US policies.

D. Answer the following questions.

1. What was the main factor that kept the other countries from objecting to America's notorious policies in the past?

_____

_____.

2. What happens as a result of United States losing its popularity?

_____

_____.

3. According to the writer, what should the United States and its allies do to succeed in the war against Islamist terrorism?

_____

_____.

4. How do radical Islamists perceive liberal democracy?

_____

_____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the choice that gives its SYNONYM in that meaning.

1.	disruptive (adj.) (para. 2)	a) spectacular c) shocking	b) disturbing d) uncommon
2.	hostility (n.) (para. 2)	a) unfriendliness c) unsociability	b) informality d) indifference
3.	significantly (adv.) (para. 5)	a) gradually c) considerably	b) progressively d) eventually
4.	eradicate (v.) (para. 6)	a) look for c) get over	b) put up with d) wipe out
5.	isolate (v.) (para. 6)	a) separate c) deny	b) unite d) favor

B. The following words are italicized in the text. For each item, mark the choice that gives its ANTONYM in that meaning.

1.	maintain (v.) (para. 1)	a) preserve c) destroy	b) promote d) seek
2.	confront (v.) (para. 3)	a) tackle c) challenge	b) avoid d) admit
3.	adopt (v.) (para. 4)	a) reject c) follow	b) undertake d) initiate
4.	expendable (adj.) (para. 5)	a) excessive c) redundant	b) unessential d) necessary
5.	reinforce (v.) (para. 6)	a) weaken c) generate	b) emphasize d) strengthen

C. Fill in the blanks with the correct forms of the words from section A and B. Use each word only ONCE.

Soft power is the ability to get what you want by attracting and persuading others to (1)_____ your goals. Hard power, on the other hand, is the ability to use the carrots and sticks of economic and military power to make others follow your will. Hard power sometimes (2)_____ soft power. Yet, it sometimes interferes with the other. Both hard and soft power are necessary in order to (3)_____ terrorism, but attraction is much cheaper, easier and less (4)_____ than force. Attraction depends on credibility. When a country loses its credibility in the eyes of others, it has to pay a price. For instance, the United States, whose attractiveness has declined (5)_____ in the past two years, has difficulty shaping public opinion worldwide.

What should the government do? One thing that the US government can do is to find ways to enhance American credibility and (6)_____ soft power. Congress should support measures to encourage the State Department's public diplomacy and international broadcasting efforts. Those in the Pentagon who want to enhance America's soft power must see that the public diplomacy is not (7)_____ and that soft power will come from a greater sensitivity to the opinions of others in the formulation of policies. The other way the government can make a difference is in its style of foreign policy. With a military budget larger than those of a dozen countries combined, the United States looks so large that it creates negative as well as positive reactions. The biggest kid on the block always provokes a mixture of admiration and (8)_____. America must (9)_____ the reality and take action. If it does not (10)_____ itself from others and defines its national interests in ways similar to those of others, as well as consults with them in formulating policies, the ratio of admiration will improve.

96 EUROPE'S TRANSFORMATIVE POWER

1 Type the words 'Europe' and 'crisis' into the internet search engine Google, and more than four million entries come up. The media use these two words so frequently that they have become interchangeable. However, historians ***detect*** an enduring success behind the journalists' superficial sense of failure. They describe a continent that in just 50 years has made war between its major powers unthinkable; that has moved from having a GDP half the size of America's to one the same size; and that has dragged ***successive*** waves of countries out of dictatorship and into democracy. However, it is journalists, rather than historians, who report the news. As a result, European power continues to be confused with weakness.

2 For the American empire, the last two years have been above a demonstration of the limits of American power. American ***dominance*** is only clear-cut on two levels: the ability to fight and win ***intensive*** conventional wars, and the ubiquity of American popular culture. Joseph Nye has characterized these two kinds of power as 'hard' and 'soft': the ability to get what you want by coercion and attraction. Both are declining currencies. Terrorism and weapons of mass destruction allow the ***desperate*** and weak to neutralize the superpower's military machine. The more the US administration resorts to employing hard power, the greater the damage to the country's soft power. These days many see the US as less of a savior than a harbinger of war and ***instability***. The more that America flaunts its strength, the less it is able to achieve its goals on the world stage.

3 Meanwhile across the Atlantic, Europeans have been developing a new kind of power. This 'transformative power' works in the long-term, and is about reshaping the world rather than winning short-term tussles. It cannot be measured in terms of military budgets or smart missile technology, but is captured in treaties, constitutions and laws. When we stop looking at the world through American eyes, we can see that each element of European 'weakness' is in fact an aspect of its extraordinary transformative power. Like an ***'invisible*** hand', it operates through the shell of traditional political structures. By creating common standards that are ***implemented*** through national institutions, Europe can take over countries without becoming a target for hostility. The same is true for the European troops who often serve away from home under a United Nations or NATO flag, rather than the European banner. While every American company, embassy, and military base is a terrorist target, Europe's invisibility allows it to spread its influence without provocation. Europe is a network of centers of power that are united by common policies and goals. This enables Europe to accommodate greater numbers of countries without compromising their independence. At the same time, Europe can provide its members with the benefits of being part of the largest market in the world.

4 Europe's obsession with legal frameworks means that it transforms the countries it comes into contact with. The US may have changed the regime in Afghanistan, but Europe is changing all of Polish society, from its economic policies and property laws to its treatment of minorities and what gets served on the nation's tables. The lonely superpower can bribe, bully, or ***impose*** its will almost anywhere in the world, but when its back is turned, its power decreases. In contrast, the strength of the EU is broad and deep: once **they** are sucked into its sphere, countries are changed forever. Europe doesn't change countries by threatening to invade them: its biggest threat is to cut off contact with them. The prize of European Union membership has already ***transformed*** countries such as Spain, Greece, Poland and the Czech Republic and is starting to have a similar effect on Turkey. Beyond the 450 million citizens who are already in the European Union, there are a further 1.3 billion people in 80 countries umbilically linked to the EU, which is their biggest trade partner and main source of credit, foreign investment and aid. Compare this with the US approach to its neighborhood. The EU is involved in Serbia's reconstruction and supports its desire to be 'rehabilitated' as a European state. The US offers Colombia no such hope of ***integration*** through multilateral institutions or structural funds, but rather the temporary assistance of American military training missions and aid.

5 If America represents the freedom of the individual to consume, and Asia the importance of social stability, Europe allows its people the best of **both**. It combines the energy and freedom of liberalism with the stability and ***welfare*** of social democracy. It is the quality of Europe's economy that makes it a model. Europeans have shorter working hours and longer holidays than anyone else on the planet. European societies have lower levels of inequality and

consequently a lower crime rate. As the world becomes richer and moves beyond ***satisfying*** basic needs such as hunger and health, the European way of life will become increasingly attractive. What is more, Europe's success is starting to change the nature of power beyond its borders. In every corner of the world, countries are drawing ***inspiration*** from the European model and nurturing their own neighborhood clubs from Asean and Mercosur to the African Union and the Arab League. This 'regional domino effect' will redefine what power means for the 21st century. As this process continues, we will see the emergence of a 'New European Century'. Not because Europe will run the world as an empire, but because the European way of doing things will become the world's.

(By Mark Leonard from *Central European Reform Bulletin*, March 2005, Issue 40)

A. What do the following refer to?

1. they (para. 4) : _____
2. both (para. 5) : _____

B. Find words in the text that mean the following. Write only ONE word on each line and do not change the form of the word.

1. long-term (adj.) (para. 1) : _____
2. battles (n.) (para. 3) : _____

C. Mark the best choice.

1. Which of the following is **FALSE** according to the text?
   a) As the United States insists on using hard power, it is damaging its soft power.
   b) Around the world, Europe is seen as less of a threat compared to America.
   c) The US doesn't offer any aid in any form at all to the countries it is trying to transform.
   d) Arab and African countries have taken the European model as an example.
2. Europe has had an influence on all of the areas in Poland **EXCEPT** _____.
   a) economy b) military c) ethnic groups d) food

D. Answer the following questions.

1. According to the writer, why is European power still seen as weakness?
   _____
   _____.
2. How is Europe able to win friends without being seen as an enemy?
   _____
   _____.
3. Give two examples of social benefits that Europeans experience?
   a) _____
   b) _____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with their definitions. Put the letters on the lines provided.

_____	1.	detect (v.) (para. 1)	a)	involving a lot of effort or activity
_____	2.	successive (adj.) (para. 1)	b)	not able to be seen
_____	3.	dominance (n.) (para. 2)	c)	someone's state in terms of health and happiness
_____	4.	intensive (adj.) (para. 2)	d)	force someone to accept something by having superior strength or authority
_____	5.	desperate (adj.) (para. 2)	e)	have or provide something needed or wanted
_____	6.	instability (n.) (para. 2)	f)	power or control exerted over others
_____	7.	invisible (adj.) (para. 3)	g)	change something completely
_____	8.	implement (v.) (para. 3)	h)	someone or something giving creative thought
_____	9.	impose (v.) (para. 4)	i)	the quality of lacking in steadiness
_____	10.	transform (v.) (para. 4)	j)	following in an uninterrupted sequence
_____	11.	integration (n.) (para. 4)	k)	the process of becoming an accepted member of a group or community
_____	12.	welfare (n.) (para. 5)	l)	feeling no hope and being ready to do anything to change the bad situation
_____	13.	satisfy (v.) (para. 5)	m)	put something into effect or action
_____	14.	inspiration (n.) (para. 5)	n)	notice or discover the existence of something

B. The following text is another version of the article written by the same writer. Fill in the blanks with the correct forms of the words from part A. Use each word only ONCE.

For all the talk of the American empire, the last two years have demonstrated the US (1)_____ has come to its limits. America's ability to fight and win conventional wars and presence of its popular culture, which are often described as "hard" and "soft" power, are both in decline. Hard power erodes soft power by replacing memories of America as savior with fear of the (2)_____ caused by its war on terror.

To understand the shape of the 21st century, it is necessary to look at power from a different point of view. According to journalists over the last 50 years there have been stories of divisions, failure to meet targets, (3)_____ diplomatic disputes, and a perpetual sense of failure. But historians tell a different story from journalists. They say that Europe has emerged stronger from every setback: launching a single market and currency, European defense and a European security strategy. They describe a continent with one of the most successful foreign policies in history. They tell us that, in just 50 years, war between European powers has become unthinkable; that European economies have caught up with America; and that Europe has brought (4)_____

waves of countries out of dictatorship and into democracy, including ones that used to threaten the world with nuclear weapons. They describe a zone of 2 billion people in countries in the former Soviet republics, the western Balkans, the Middle East, North Africa and sub-Saharan Africa that are umbilically linked to the EU as it is their biggest trade partner and their biggest source of credit, foreign investment and aid. These 2 billion people (one third of the world's population) live in the 109 countries of the "Eurosphere": Europe's zone of influence which is gradually being (5)_____ by the European project. Eurosphere is also adopting European ways of doing things. Because news is told by journalists rather than historians, European power is often confused with weakness. Europe's power is not easy to (6)_____ because there is a tendency to look at the world through American eyes. The EU operates through existing political structures, but this operation is (7)_____ because European courts, legislatures or business regulations cannot be seen in London. The British House of Commons, British law courts, and British civil servants are still there, but they all (8)_____ European law.

The contrast between how Europe and America have dealt with their neighbors tells a powerful story. The threats are similar—drug trafficking, large flows of (9)_____ migrants across leaky borders, networks of international crime—but the responses could not be more different. The US generally pursues short-term goals that are explicitly in its own interest and it utilizes its armed power to do so, either by (10)_____ it onto local representatives or by exercising it itself. The European response, on the other hand, has been to hold out the possibility of (11)_____ to neighboring countries and so attempt to bring them closer to its political norms and institutional practices. By holding out these rewards, the Europeans are effectively making their neighbors an offer which they cannot refuse. But once their neighbors accept, they become an asset to the Europeans. While America emphasizes the freedom of the individual, and Asia the importance of social stability, Europe offers its people both. It joins the freedom of liberalism with the stability of social democracy to promote the (12)_____ of its people. Europe's success has also set off a regional domino effect that could change the nature of power beyond its borders. Therefore, the world is now full of countries that are getting (13)_____ from the model in Europe. Because the world has come to a point where people seek more in order to (14)_____ their desires, European way of life is likely to attract more and more nations in the coming years.

97 The Velvet Hegemony: How Soft Power Can Help Defeat Terrorism

1 When George Carey, former archbishop of Canterbury, stood up at the 2003 World Economic Forum in Davos, Switzerland in January and asked U.S. Secretary of State Colin Powell why the United States seems to focus only on its hard power rather than its soft power, I was gratified and bemused. Gratified that a concept I had proposed in 1990 has gained wide currency; bemused at how often that concept is misunderstood.

2 Power is the ability to produce the outcomes you want. When someone does something he would otherwise not do but for force or inducement, that's hard power: the use of sticks and carrots. Soft power is the ability to secure those outcomes through attraction rather than force. It is the ability to shape what others want. Hard and soft power sometimes reinforce and sometimes substitute for each other. If you can produce the right outcomes by attracting others to want what you want, you can afford to spend less on carrots and sticks.

3 Hard and soft power can also limit each other. That may explain why some of the unilateralists in the Pentagon now seem to neglect soft power. Unfortunately, that neglect may have dangerous consequences for the successful prosecution of both the war on terrorism and a conflict with Iraq.

4 Soft power can rest on the attractiveness of one's culture, political ideals, and policies, or on one's ability to manipulate other countries' political agendas. But many people confuse the resources that can generate soft power with the essence of soft power itself. The distinguished historian Niall Ferguson describes soft power as "nontraditional forces such as cultural and commercial goods" and then dismisses it on the grounds "that it's, well, soft." Of course, Coke and Big Macs do not necessarily encourage people in the Islamic world to love the United States. And Hollywood films that make the United States attractive in China or Latin America may have the opposite effect and actually diminish U.S. soft power in Saudi Arabia or Pakistan. Ferguson concludes that real power depends on "having credibility and legitimacy." Exactly! "Credibility and legitimacy" are what soft power is all about.

5 The attractiveness of the United States rests on resources such as its culture (sometimes), its political values of democracy and human rights (when it lives up to them), and its policies (when they are framed with some modesty and awareness of others' interests). At Davos, Secretary Powell correctly replied to George Carey that the United States needed hard power to win World War II but followed up with the Marshall Plan and support for democracy. By providing tangible economic incentives and making the United States more attractive, the Marshall Plan was a source of both hard and soft power. And, of course, soft power was crucial to the U.S. victory in the Cold War. After all, the Soviet Union was still attractive in many parts of Western Europe after World War II, but it squandered its soft power with repressive policies at home and the invasions of Hungary and Czechoslovakia. Some hard-line skeptics in the Bush administration might say that whatever the merits of soft power, it has little role to play in the current war on terrorism. Osama bin Laden and his followers are repelled, not attracted, by U.S. culture, values, and policies. Military power was essential in defeating the Taliban regime in Afghanistan; soft power will never convert fanatics. True, but the skeptics mistake half the answer for the whole answer.

6 Look again at Afghanistan. Precision bombing and U.S. Special Forces may have subdued the Taliban, but so far, U.S. agents have captured only a fraction of Al Qaeda operatives, who form a transnational network with cells in 60 countries. The United States cannot bomb Al Qaeda cells in Hamburg, Kuala Lumpur, or Detroit. Success against this network depends on close civilian cooperation across borders, whether that means sharing intelligence or tracking global financial flows. U.S. allies and partners collaborate partly out of self-interest, but the inherent attractiveness of U.S. policies also influences the degree of such collaboration.

Equally important, the current war on terrorism is not a clash of civilizations but a struggle whose outcome is closely tied to a civil war between moderates and extremists within Islamic civilization. The United States will win only if moderate Muslims win, and the United States' ability to attract moderates is critical to victory. The United States must adopt policies that appeal to moderates and must use public diplomacy more effectively to explain common interests to would-be allies in the Muslim world.

7 How would a war in Iraq affect our soft power in relation to moderate Muslims around the world? Hawks reply that the successful exercise of hard power can also attract, pointing to the rise of American prestige in the Middle East after the first Gulf War. But that war was fought by a broad coalition with the United Nations' blessing. The strength of U.S. soft power depends in part on the size of U.S. coalitions. For example, a multinational force and administration in Iraq may be less efficient than a U.S. force, but what the United States loses in efficiency, it more than gains in legitimacy and in the protection of its soft power.

8 U.S. economic policies not directly linked to the war on terrorism also affect soft power. Skeptics correctly argue that development assistance cannot remove the roots of terrorism because most of the terrorists who have struck the United States and other targets are not poor. Yes, but terrorist movements are often led by people who claim to act in the name of the poor and then recruit them to violent causes. The United States can reduce such appeal and enhance its soft power by aligning its policies with the desires of ordinary citizens in poor countries. U.S. President George W. Bush's commitment to increase development assistance and to spend an additional $10 billion to combat AIDS in Africa and the Caribbean is not only right for humanitarian reasons--it is also a wise investment in U.S. soft power. Equally important is the formulation of policies for trade negotiations that take the interests of poor countries into greater account.

9 Nearly five centuries ago, Niccolo Machiavelli advised princes in Italy that it was more important to be feared than to be loved. In today's world, it is best to be both. To defeat terrorism, the United States must learn to combine soft and hard power more effectively.

(by Joseph S. Nye, the Dean of the John F. Kennedy School of Government at Harvard University)

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. popularity, acceptance (n.) (para. 1) : _____
2. strengthen, support (v.) (para. 2) : _____
3. control, influence (v.) (para. 4) : _____

B. Complete the following sentences using the information in the text. The paragraph numbers are indicated in brackets.

* Some skeptics in Bush administration may claim that soft power has hardly any (1a)_____ due to the fact that fanatics such as Osame bin Laden and his supporters are (1b)_____. (Para. 5)

* Joseph S. Nye, on the other hand, maintains that military force is not enough to fight against Al Qaeda because Al Qaeda operatives (2)_____ _____, which the United States cannot take military action against. He, therefore, claims that to be successful against Al Qaeda, the United States should collaborate with other countries across borders by both (3a)_____ and (3b)_____ (Para. 6)

* According to Joseph S. Nye, the degree of cooperation of US allies and partners is determined not only by (4a)_____ but also (4b)_____. He adds that the US' success in the war on terrorism depends on the result of a civil war (5)_____ _____. (Para. 6)

* Skeptics doubt if (6)_____ will help eliminate terrorism claiming that terrorists do not need financial support. Nye's counter argument for this is that (7)_____ _____. (Para. 8)

C. Answer the following questions.

1. What role did the Marshall Plan play in the US victory in the Cold War?

   _____

   _____.

2. What diminished the soft power of the Soviet Union after World War II?

   _____

   _____.

3. According to the writer, what two strategies can help the US win allies in the Muslim World?

   a) _____

   b) _____.

D. Mark the best choice.

1. Which of the following can **NOT** be inferred from the text?

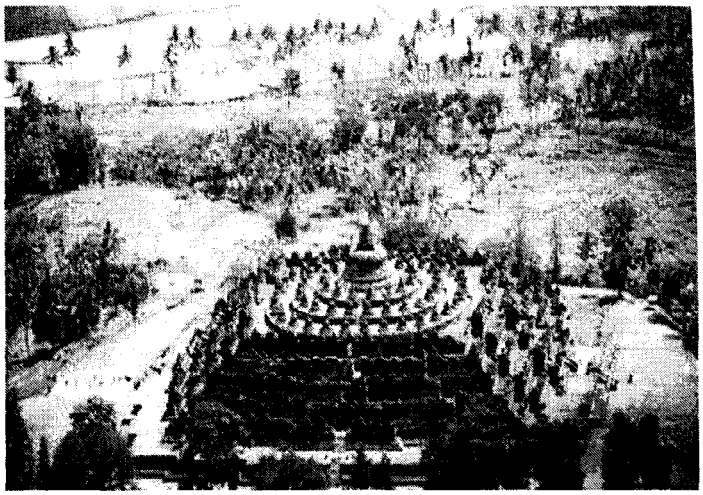
   a) The most important concept in hard power, unlike in soft power, is force.
   b) Soft power seems to be economically more advantageous when it is compared to hard power.
   c) The unilateralists in the Pentagon who neglect soft power are in fact well aware of the dangerous consequences of this kind of an attitude.
   d) The writer supports US' increasing financial assistance to poor countries in Africa and the Caribbean.

2. Which of the following is **TRUE** about the writer's opinion?

   a) Though in favor of soft power, the writer agrees that using hard power in Iraq can boost the US' prestige.
   b) He believes that in order to be powerful, it is more important to be feared than to be loved.
   c) He is against multinational force in Iraq and claims that this will diminish the US' soft power.
   d) He doesn't think that US policies always reflect awareness of others' interests

History

98 THE LOST TEMPLE OF JAVA



1 In the second century BC, the Greek historian Antipatros, who at one time or another had the chance to visit them each, wrote a list of the seven greatest wonders of the ancient world; of these, only the Great Pyramid has survived. Sometimes though, civilizations can be rediscovered—and this is what happened when Borobudur, often called the eighth wonder of the world, was found again in the jungles of Java in south-east Asia.

2 It was in 1814 that Thomas Raffles was appointed Governor of the island of Java. Unlike many other Europeans, he was interested in the history of the country and spent his time collecting as much information as he could. He had a strong belief that there had been a great civilization on Java at some time in the past and he was particularly interested in the center of the island, which had hardly been explored.

3 He had heard stories about some big ruins in the center of the island, and in 1815, he set off with a small party to see what he could find. They traveled for many weeks, and finally arrived at the site of Borobudur. Raffles was astonished by what he found. In front of him, almost covered by the plants and tall trees of the jungle, was one of the most magnificent buildings he had ever seen.

4 He had the area cleared, and it took 200 men two weeks to cut down the trees and reveal what we can see today. It is a beautiful Buddhist temple, made of 1.6 million blocks of stone, and its 1,460 carvings cover five kilometers of wall. The first four levels are square, and the three higher levels are circular, decorated with bell-shaped towers and statues of the Buddha.

5 Reaching the top of the temple, where only kings and priests were allowed, is an extraordinary experience. The temple sits in the middle of an enormous green plain; here and there a thin line of smoke from a fire rises slowly upwards into the cloudless sky, and in the distance, the quiet volcanoes sit. Everything is peaceful. The sense of space, light and air is very strong - and this was the builders' intention, because arriving at the top of the temple is meant to be like reaching heaven.

6 When Raffles left Borobudur, he continued to think about the temple and in particular who had built it, but very little was known about Java's past. We now know that Borobudur was built in the 8th and 9th centuries, when Europe was in the Dark Ages and Java was one of the world's leading civilizations. It was ruled by the Saliendra Kings, who had grown very rich and powerful from the trade in rice and spices with China and India. In 780, they decided to have the great temple built as a sign of their power, and it took 70 years to complete.

7 At the beginning of the 10th century, an epidemic broke out and struck the civilization, killing a lot of people. Bad fortune followed with a major volcanic eruption which brought a sudden end to the civilization. The fields were covered in a deep snow of volcanic ash that destroyed the crops, and the sky went dark. According to Javanese beliefs, this was bad luck and the temple was abandoned. Soon plants began to cover the statues and the temple was forgotten for nearly a thousand years.

Mark the best choice.

1. According to the text, the seven wonders of the ancient world _____.

   a) will probably be rediscovered in the future
   b) include the temple of Borobudur in Java
   c) were regularly visited by Antipatros
   d) have all disappeared except one

2. Raffles explored the center of the island of Java because _____.

   a) he wanted to visit the civilization which was living there
   b) very little was known about it
   c) he was the governor of the whole island
   d) it attracted the interest of many other Europeans

3. When Raffles arrived at Borobudur, he was _____.

   a) disappointed
   b) irritated
   c) amazed
   d) exhausted

4. At the top of the pyramid, _____.

   a) you can see smoke coming from volcanoes
   b) you get a feeling of great calmness
   c) you can walk about only in the presence of kings and priests
   d) there is an enormous green plain

5. The temple of Borobudur was built _____.

   a) over the course of more than 100 years
   b) using wood and stone on all its levels
   c) to attract more trade from China and India
   d) to reflect the strength and authority of the local rulers

6. The civilization in central Java came to an end because of _____.

   a) a natural disaster
   b) war
   c) disease
   d) food shortages

99 COLUMBUS'S VOYAGE TO AMERICA

1 "In 1492, Columbus sailed the ocean blue." We all know that, but did he really discover America? The best answer is, "Sort of."

2 A national holiday and two centuries of schoolbooks in the USA have left the impression of Christopher Columbus as the brave sailor and man of God (his given name means__ 'Christ-bearer') who was the first to reach the New World disproving the notion of a flat world while he was at it. Italian-Americans, who claim the sailor as their own, treat Columbus Day as a special holiday, as do Hispanic Americans, who celebrate *El Dia de la Raza* as their discovery day. It would be unthinkable to downplay the importance of Columbus's voyage, or the incredible heroism and determination his quest demanded. Even the astronauts who flew to the moon had a pretty good idea of what to expect; Columbus was sailing, as 'Star Trek' puts it, "where no man has gone before." However, rude facts suggest a few different angles to his story.

3 After trying to sell his plan to the kings of Portugal, England and France, Columbus doggedly returned to Isabella and Ferdinand of Spain, who had already said no once. Convinced by one of their ministers that the risks were small and the potential return was great, and fueled by an appetite for gold and new spices, and fear of Portugal's lead in exploration, the Spanish monarchs later agreed. Contrary to the myth, Queen Isabella did not have to pawn any of the crown jewels to finance the trip.

4 Columbus set sail on August 3, 1492, from Palos, Spain, aboard three ships, *Niña, Pinta,* and *Santa Maria,* the last being his flagship. Columbus (christened Cristoforo Colombo) had been promised a ten-percent share of profits, governorship of new-found lands and an impressive title — Admiral of the Ocean Sea.

5 On October 12 at 2:00 a.m., just as his men were threatening to rebel and force a return to Spain, a sailor named Rodrigo aboard the *Pinta* sighted moonlight shimmering on some cliffs or sand. Having promised a large reward to the first man to spot land, Columbus claimed that he had seen the light the night before, and kept the reward for himself. Columbus named the landfall (*Guanahani* to the natives) San Salvador. It was later thought that Columbus's San Salvador was Watling Island in the Bahamas, but recent computer-assisted theories point to Samana Cay. Later on that first voyage, Columbus reached Cuba and a large island he called Hispaniola (presently Haiti and the Dominican Republic).

6 Columbus found some naked natives whom he christened *indios* in the mistaken belief that he had reached the so-called Indies or Indonesian Islands. However, contrary to his expectations, the only gold he found was in the earrings worn by the Indians. As for spices, he found a local plant called *tobacos,* which was rolled into cigars and smoked by the local Arawaks. It was not long before all Europe was savoring pipefuls of the evil wild plant. (Tobacco was brought to Spain for the first time in 1555. Three years later, the Portuguese introduced Europe to the habit of taking snuff. The economic importance of tobacco to the early history of America cannot be understated, especially with respect to the later English colonies, where it literally kept the settlers alive. Powerful tobacco lobbies that influenced government decisions arrived with the first European settlers.)

7 Driven by an obsessive quest for gold, Columbus quickly enslaved the local population. An era of genocide that ravaged the native American population through warfare, forced labor, draconian punishments and European diseases to which the Indians had no natural immunities was opened under Columbus and other Spanish adventurers as well as later European colonizers.

8 Still believing that he had reached some island outposts of China, Columbus left some volunteers on Hispaniola in a fort, a military building, called Natividad, built of timbers from the wrecked *Santa Maria*, and returned to Spain. While Columbus never reached the mainland of the present-day United States of America on any of his three subsequent voyages, his arrival in the Caribbean signaled the dawn of an astonishing and unequaled era of discovery, conquest and colonization in the Americas.

9 Although his bravery, persistence and seamanship have rightfully earned Columbus a place in history, what the schoolbooks ignore is that Columbus's arrival also marked the beginning of one of the cruelest episodes in human history.

A. Mark the following statements True (T) or False (F).

T F 1. It is implied that Hispanic Americans have named Columbus Day as *El Dia de la Raza* and celebrate it as their discovery day.

T F 2. Columbus himself was aboard *Pinta* during his first voyage.

T F 3. Columbus was interested in the exploration itself, not the gold or the title he was going to get.

T F 4. Columbus's men put up a military building on Hispaniola, using the timbers from one of the ships.

B. Answer the following questions.

1. Write **ONE** of the reasons why Isabella and Ferdinand agreed to finance Columbus's voyage.

_____

_____.

2. Why did Columbus claim that he had spotted land first?

_____

_____.

3. According to the latest theories, what actually is the name of the first island Columbus reached?

_____

_____.

4. Why did Columbus call the natives *indios*?

_____

_____.

C. Fill in each gap using the information in the text.

1. The (a)_____ which were established by the first European settlers were so powerful that they could even (b)_____.

2. In the era of genocide, the native Americans suffered from (a)_____, (b)_____, (c)_____ and (d)_____.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) The text both downplays the importance of Columbus's discovery and understates the economic importance of tobacco in American history.
   b) Many people believe that Isabella pawned some of the crown jewels in order to finance Columbus's voyage.
   c) Columbus forced the local people to search for gold as he was obsessed with the idea of finding gold.
   d) Schoolbooks don't mention the fact that despite his courage, determination and seamanship, Columbus was a cruel man who started an era of genocide in America.

2. Which of the following can **NOT** be inferred from the text?

   a) If Columbus hadn't reached the land, his sailors would probably have rebelled.
   b) In a way, Columbus's voyage was far more difficult than even the first trip to the moon.
   c) Portugal, Spain France and England refused to finance Columbus's voyage to discover America.
   d) If Columbus hadn't found tobacco, the Portuguese would have brought it to Europe.

3. The main purpose of the passage is to _____.

   a) tell how Columbus discovered America
   b) point out some different angles to the myth about Columbus
   c) emphasize the bravery and persistence Columbus's quest required
   d) celebrate the discovery of the New World

100 KING ARTHUR -FACT AND FICTION

1 In 1191, the monks of Glastonbury, a town in the south-west of England, made a surprising discovery. In the ground under the Abbey were a coffin and a cross made of lead with the inscription 'Here lies Arthur, the famous King in the Isle of Avalon'. Was this proof that the stories and legends about King Arthur and the court of Camelot that he ruled over might actually be true?

2 Most people are familiar with the larger-than-life legends concerning Arthur. There is the story of Excalibur, the sword in the stone that only the future King of England would be able to pull out; Merlin the Magician, Arthur's friend and adviser, who possessed secret powers; the love of Lancelot for Queen Guinevere, Arthur's wife; rumors about Arthur's infertility and desire for a son to succeed him; the search for the Holy Grail, the cup from which Jesus drank at The Last Supper, by the Knights of the Round Table. No-one seriously believes that all these stories were actual historical events, but there is good reason to believe that there might have been a real King Arthur who was a successful military leader.

3 The Romans ruled England for approximately 400 years. When they left at the beginning of the fifth century to go to the help of Rome itself, the remaining Celts fell into chaos and confusion. In other words, central rule and administration broke down and a number of local chiefs and kings took power, often fighting among themselves. By the end of the fifth century, outside forces were beginning to take advantage of the situation. The Celtic kingdoms found themselves attacked by the Picts in the north, the Irish in the west and, most menacing of all, by the Saxons in the south-east. Early historians and archaeological evidence suggest that, **at this time**, there arose a strong and successful Celtic leader who tried to unite his fellow Celts against the increasing number of attacks. In many early accounts of this time, that person is referred to as 'Arthur'.

4 There is general agreement that the historical Arthur took part in two great battles. The first of these was in 517 A.D. and was called the Battle of Badon. No-one is quite sure exactly where the battle took place but it is known that the Celtic forces won an important and overwhelming victory against the Saxon invaders. The importance of this victory lies in the fact that the Saxons of this period were wild and uncivilized people whose primitive ways were very different from the more cultured Celts who had benefited from the years of Roman rule. After the Battle of Badon, there seems to have been 20 years of uninterrupted peace, with Arthur turning his attention to establishing law and order and developing trade. However, as he approached old age, his followers began to quarrel about who should succeed him. Arthur's nephew, Modred, was a particularly ambitious man and he gathered an army together and fought against Arthur at the Battle of Camlann in 536. Arthur was defeated and killed in the battle. This battle also destroyed the Celtic forces. As a result, the way lay open for the Saxons to advance and push **them** westwards into Wales. By this time, however, the Saxons had themselves become a much more settled and civilized people, so Arthur's efforts were not useless.

5 There have been many other heroes and leaders, so why should the figure of Arthur attract so much myth and fantasy? It seems that there are two important factors. Firstly, Arthur probably became something of a legend in his own lifetime because of his heroic exploits during the period when his people were helpless and leaderless. The second reason for his fame lies in the many powerful stories and myths about other people at other times that were attributed to Arthur by later generations. The story of the Holy Grail, for example, was well-known in France and elsewhere in Europe and can be traced back even to pre-Christian myths concerning the search for the key to the meaning of life. Arthur, however, became a convenient figure for storytellers to base their stories around.

6 Some of these stories had, and still have, a powerful attraction because they answer deep-seated human needs. The idea of a golden age in the past and the promise of a golden future is a common feature of old beliefs and even modern **ones** such as Christianity and Marxism. The Arthurian legend contains the same concept in the Golden Age of Camelot and the folk-story that, in England's hour of need, Arthur will rise from his burial place in Avalon to be king once more.

A. What do the following refer to?

1. at this time (para. 3) : _____
2. them (para. 4) : _____
3. ones (para. 6) : _____

B. Fill in each gap with ONE word using the information in the text.

1. The _____, that is, the writing that was discovered by the monks of Glastonbury could be the proof that King Arthur and his castle, Camelot really existed.
2. Among the enemies of Celts, the Picts and the Irish were not as _____as the Saxons. That is, they were less threatening.
3. There are many _____ of a strong and successful Celtic King; in other words, written or spoken descriptions of showing the existence of such a leader.
4. Arthur's men had a very strong disagreement about the person to _____ (to come after) Arthur.

C. Mark the following statements True (T) or False (F).

T F 1. It can be inferred from the text that Arthur didn't have a son to become the king after he died.

T F 2. The Saxons were still a very primitive society when the Battle of Camlann took place.

T F 3. According to the text, some of the legends about Arthur were originally about other people that lived at other times.

D. Answer the following questions.

1. Who searched for the Holy Grail according to the legend of Arthur?

_____

_____.

2. Why did the central administration break up and the Celtic leaders begin to fight among themselves at the beginning of the fifth century?

_____

_____.

3. Why were the Celts more civilized and cultured than the Saxons?

_____

_____.

4. What did Arthur do during the time of peace?

_____

_____.

5. According to pre-Christian myths, what did the Holy Grail symbolize?

_____

_____.

101 THREE THOUSAND YEARS OF WORLD TRADE

1 Little is known about the beginnings of trade. The earliest trade we do know something about is the caravan trade across the deserts of Asia around 2500 BC, to and from cities in Mesopotamia, Egypt, and Arabia. These caravans had to carry fodder for the animals and food for the drivers and merchants. Not much space was left for the cargo. Therefore, the goods carried were light but valuable-things such as gold and precious stones-that is, luxuries, not necessities.

2 After this, trade by sea started to become more common. The Phoenicians on the coast of Syria are thought to have been the first to develop commerce by sea around 1000 BC, trading from ports in Syria to Crete, Cyprus, Rhodes, and other Greek islands, and also to North Africa. The Phoenicians were manufacturers. They exported metalware, glassware, and textiles. These were traded for raw materials, especially tin, copper, and silver. As the ships in those days were small, they couldn't trade items in large quantities, so this trade was also mainly in luxuries.

3 The Greeks, who lived at the same time as the Phoenicians, were also good traders. Athens, their capital, was the first big commercial city in Europe, and it was the first community to import and export necessities, not just luxuries, in large quantities. In their time, grain was imported from the shores of the Black Sea for the increasing population, and items such as figs, olive oil, wine, honey, pottery, metalware, and textiles were exported. Greek armies marched into Persia, Central Asia, and India, and brought back luxury goods such as spices, drugs, and silk.

4 The Roman Empire (27 BC - 476 AD) was the next big trading community. The city of Rome itself produced little, but imported a lot. It was the political capital and financial center of the Empire. Increasing quantities of luxuries were imported from the east and from North Africa, but these were not bought by the Romans. In fact, **they** were the tax paid to Rome by the various peoples that it had conquered. Imports included tin, slaves, cloth, and jewels. The Romans also traded with China, and brought back silkworms to start a silk industry in Europe.

5 In the fifth century AD, Constantinople became the political capital of the Roman Empire, and remained the world's commercial capital until the 12th century. Its importance was founded on manufacturing --textiles, leatherwork, armor, pottery, and artistic metal work. The Byzantine coin, known as the bezant, became the first single currency of European business.

6 In the 12th and 13th centuries, Venice and Genoa became the world's leading trade centers. In 1271, the Venetian Marco Polo went to China by land and sea and helped establish trading links. Venice was well placed to be the main European commercial center as it had the sea. It was by sea that luxuries such as spices and silks arrived from the East, and then they were re-exported in fleets of ships to Spain, England, and Flanders.

7 The modern world began as the 'Age of Discoveries'. The great voyages of Spanish and Portuguese explorers opened up new trade routes to the Americas, Africa, and India. This was the beginning of ocean travel. Britain and other countries of northern Europe formed big companies, and each was given a certain part of the world to explore and exploit. These companies penetrated into far-away lands, and brought back **their products**, many of which were new and unknown: tomatoes, potatoes, cocoa, green beans, and corn. By the 17th century, the Dutch dominated the world's trade, along with the French and the English. All three nations opened up the tropical lands of the East and West Indies, and imported sugar, tobacco, tea, and coffee into Europe. During the 19th century, the industrial revolution led to greater production, and the pattern of world trade started to become what it is today.

8 Today, mass advertising persuades people of many different nationalities to use the same products. Millions of people around the world drink the same soft drinks, drive the same cars, wear the same clothes, and eat the same hamburgers. In previous centuries, trade was more local, and people's tastes varied from one country to another. Imports used to bring diversity. It is ironic that today's vast international markets have resulted in a world with more homogeneous tastes.

A. What do the following refer to?

1. They (para. 4) : _____
2. their products (para. 7) : the products of _____
3. it (para. 7) : _____

B. Fill in each gap using the information in the text.

* The first people to start trade by sea were (1)_____. They brought goods from (2)_____ _____ and North Africa.
* Thanks to the (3)_____, new trade routes were opened up to the Americas, Africa and India. As a result, (4)_____ started.
* Tomatoes, potatoes, cocoa, green beans and corn were introduced to Europe by (5)_____ which Britain and other northern European countries had established.
* Trade today is much less (6)_____ than it used to be, and people's tastes don't (7)_____ _____ as much as they did in previous centuries due to (8)_____. What is ironic is that although (9)_____ are expected to bring more variety, they have made the tastes (10)_____.

C. Answer the following questions.

1. Where were necessities first traded in great amounts?

   _____

   _____.

2. Who used the first single currency for trading in Europe?

   _____

   _____.

3. Who were the first to introduce sugar, tobacco, tea and coffee to Europe?

   _____

   _____.

D. Mark the best choice.

1. Which of the following is **TRUE** according to the text?

   a) Around 2500 BC, people traded not only luxuries but also necessities in caravans.
   b) The Phoenicians produced metalware from the tin, copper and silver which they imported.
   c) Due to an increase in their population, the people living in the Black Sea imported grain.
   d) Spain, England and Flanders re-exported the spice and silk imported from the east.

2. Which of the following is **FALSE** according to the text?

   a) The luxury item that both Greeks and Romans imported was silk.
   b) The city of Rome and Venice are known to be important trade centers of their times.
   c) Byzantium was the world's trade center for a long time due to the goods it produced.
   d) Marco Polo's trip to China did not have much effect on the development of trade.

102 An Ancient Disk's Secret Message

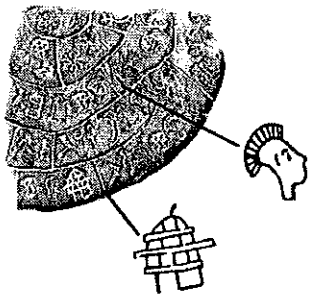
1 On the Greek island of Crete, in the Mediterranean Sea, there is a message so puzzling that it has remained a secret since its discovery almost one hundred years ago. The message is ancient. Almost four thousand years ago, it was stamped onto a disk that was pressed from a ball of clay. This mysterious clay disk is on display at the Archaeological Museum in Iraklion, Crete, along with other Minoan* treasures. Both sides are covered with hieroglyphics—writing in pictures and symbols.

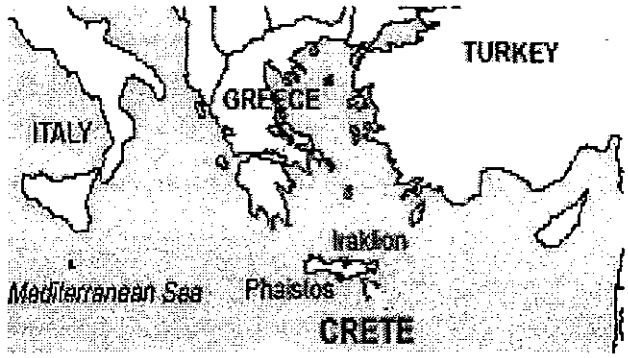
2 In 1900, archaeologists unearthed an ancient palace on the north shore of Crete, older than any other European ruins. Crete quickly became a popular digging site. Soon other palaces were discovered. One July day in 1908, a group of Italian archaeologists were digging among the ruins at the ancient Palace of Phaistos on the south shore of Crete. One of them, Dr. Luigi Pernier, found a mud-brick box in a storage room. Inside, he found a clay tablet with linear writing, pieces of a broken pottery jar, and the clay disk. Brushing the dirt off the disk, Pernier saw the mysterious hieroglyphic message. The Phaistos Disk, as it came to be called, became famous for the way the message was written. Each figure was pressed onto the clay with a stamp or punch—an early form of the printing process. Whoever stamped the disk used a set of punches, probably made of wood or ivory. Archaeologists were able to figure this out since each character is identical and does not display any change every time it appears.

3 John Chadwick, a professor of Greek at the University of Cambridge in England, calls the Phaistos Disk "the world's first typewritten document." Forty-five different symbols are stamped onto this disk. According to Chadwick, this suggests that its maker intended to produce a large number of documents." This unique disk is more than an example of ancient printing, however. It is an unsolved puzzle. Nothing like this has been found anywhere else in the world. For years archaeologists argued about the direction of the writing. "But," said Chadwick, "it has now been established that in some places one sign very slightly overlaps the one on its right." That proves the maker kept stamping toward the left, creating a spiral toward the center.

4 For almost a century, archaeologists have strived to interpret the Phaistos Disk to discover its secret. The most widely accepted opinion is that it is a religious document. Other religious relics with spiral inscriptions have been found elsewhere on Crete. For example, similar signs were found on a stone altar at another Cretan palace and on a bronze axe found in a cave in the mountains. When you look closely at the disk, you notice that the message is divided into sections, which may be words or phrases. Several sign groups repeat, which means that each side of the disk could be a verse of a song. Chadwick said, however, "We cannot be sure about anything, as the disk is undecipherable as long as it remains an isolated document." It is hard to guess where additional disks might be because experts are not sure where the Phaistos Disk was made. For one thing, the reddish-brown clay is not like the clay found on the island. Archaeologists have found so many styles of pottery among the ruins on Crete that they know Minoans traded with people from other Mediterranean cultures. Many of the characters stamped on the disk show distinct cultural features that are not Minoan. The pagoda-like structure resembles those from Asia Minor (Anatolia), and the man with a strange hairstyle is probably Philistine, from across the Mediterranean Sea.

5 For now, the Phaistos Disk remains unreadable. Maybe someday, somewhere, archaeologists will uncover more disks. Then perhaps an expert will decode the system and read the secret of this ancient disk.





* Minoan = from ancient Crete

A. Find words in the text that mean the following. Write only ONE word on each line and do not change the form of the word.

1. found, discovered (v.) (para. 2) : _____
2. proven, confirmed (v.) (para. 3) : _____
3. tried, attempted (v.) (para. 4) : _____

B. Mark the best choice.

1. How do archaeologists know that the hieroglyphics on the Phaistos Disk were made by a stamp or a punch?

   a) The symbols have the same features as other Minoan treasures.
   b) Each character on the disk is the same every time it appears.
   c) The characters are similar to the tablets found in the same box.
   d) The stamp was found in the ruins of a nearby palace.

2. According to Chadwick, the makers of the Phaistos Disk most probably _____.

   a) planned to make more than one document
   b) wanted to create a secret message
   c) knew nothing about Minoan religion
   d) left the text incomplete

3. Why do archaeologists believe that the Phaistos Disk is a religious document?

   a) The images and pictures show typical Minoan religious practices.
   b) The message on the disk is divided into sections representing phrases.
   c) The spiral inscriptions are similar to those on other religious relics.
   d) The disk was originally a part of a stone altar found in another palace on Crete.

4. Which of the following is **TRUE** according to the text?

   a) The Phaistos Disk was found on the north shore of the island.
   b) The Phaistos Disk gets its name from the method used in the printing process.
   c) Various styles of pottery in the ruins prove the trade between Minoans and other Mediterranean cultures.
   d) Although experts know where the Phaistos Disk was made, they cannot guess where additional disks could be.

5. What was probably the author's purpose in writing this passage?

   a) to prove that the Minoan people lived in ancient Crete
   b) to prove that world's first typewritten document was a religious one
   c) to teach people about the importance of protecting ancient relics
   d) to tell about the unsolved mystery of an archaeologically significant finding

SCIENCE
&
TECHNOLOGY

TECHNOLOGICAL ADVANCES

103 WHAT A GOOD IDEA!

1 Human beings are never satisfied. They have always wanted things to be easier, faster, more comfortable or more convenient. Human history is the history of inventions — from fire and the wheel to microchips and fibre-optics. The earliest inventions, like boats and weapons, were simple but effective ways of meeting basic needs and were developed independently by people in different parts of the world who needed to travel or to hunt. Modern inventions are more technical and more specialized. If you come up with an original idea, the first thing to do is to register your invention at the Patent Office. It will be given a special number, which acts as a guarantee against anyone else stealing your idea.

2 To tell the truth, nowadays, we are inventing more technology than we need and the driving force behind many new inventions is profit rather than necessity. Nevertheless, the flow of inventions continues. **Some** come about through extremely hard work by teams of professional scientists. However, after so much hard work, their experiments often fail, or a rival team develops the idea first. Even when they are successful, the frustrating process of trial and error can go on for years before a new invention can be patented.

3 Some of the most useful inventions in modern times have resulted from moments of inspiration and have been developed by amateur scientists (or even non-scientists) using simple materials and 'low technology'. These 'accidental' inventions are all around us and are often so familiar that we don't think of them as inventions at all. For example, have you ever thought about catseyes — the little pieces of rubber and glass set in the middle of roads? They shine in car headlights and help drivers to keep in the right lane, particularly in heavy rain or fog. This brilliantly simple but imaginative invention was thought up by an Englishman named Percy Shaw in 1934. He was inspired by some reflectors on a poster by the side of the road when he was driving home one night. Looking at the eyes of a cat in the dark helped him to develop the idea. The catseye consists of a glass 'eye' which is shaped only to reflect the light back in the direction from which **it** is coming. Built into the glass is an aluminum plate to act as a mirror. This 'eye' is set in a flexible rubber pad which protects both the glass and car tires as they pass over it. The cleverest part of all, perhaps, is that each time a car tire passes over the catseye, the glass is pushed down into the rubber, which is designed in such a way that it wipes any dirt off the glass. As a result, catseyes are always clean.

4 What about your ballpoint pen? A printer's proof-reader, fed up with constantly refilling his pen from a bottle of ink, was driven to invent the ballpoint. He was a Hungarian named Biro. Actually, there were two Biros: the proof-reader called Ladislao, and his chemist brother Georg. They did some experiments in Budapest in the late 1930s, emigrated to Argentina in 1943 and there found somebody who was ready to help them with the money needed to put their invention into production. He was a British financier named Henry Martin. With a businessman named Frederick Miles, Martin set up a factory in England to manufacture writing sticks. They took over a pen company, Swan, which became a million-pound mass-production industry. Later, the company was taken over by the French firm Bic, who developed an even cheaper throwaway ballpoint pen.

5 Another useful invention is the simple zip fastener. It was invented in America in 1893 by Whitcomb L. Judson, an engineer from Chicago. It wasn't very popular, though, because it kept getting stuck or coming open at awkward moments in embarrassing places. Then, in 1913, a Swede, Dr Gideon Sundback, had the idea of putting the zip onto a flexible backing so that it wouldn't keep popping open. **This** was a great improvement, but the general public was still unwilling to use it. American troops had them on their uniforms in the First World War, but that was the only large order until the 1930s. The dress designer Schiaparelli then created a dress with a zip reaching from top to bottom and was able to convince women that zips actually worked and were in no way improper. These days, zips are made for all sorts of purposes throughout the world. Australian sheep with foot-and-mouth disease have been given zip boots. A surgeon once stitched a zip into a man's stomach so that he could have his internal organs looked after regularly. They even sell bananas with the famous slogan 'Unzip a banana'!

A. What do the following refer to?

1. some (para. 2) : some _____
2. it (para. 3) : _____
3. This (para. 5) : _____

B. Find the word whose meaning is given below and write it in the gap. Write ONE word only.

1. If something is _____(adj.)(para. 3), it means it is easy to recognize because you have experienced it before or you know it well.
2. If you are _____(v.)(para. 3) by something, it helps you develop an idea, invent something new or create a work of art.
3. If you _____(v.)(para. 4) something, you produce it in large numbers.
4. If you _____ (v.)(para. 5) people, you persuade them, or make them believe.

C. Mark the statements True (T) or False (F).

T F 1. Today, the purpose of many inventions is mainly profit, not necessity.

T F 2. What makes the driver see the catseyes is the glass fixed into an aluminum plate acting as a mirror.

T F 3. Ladislao and Georg did not have enough financial resources to put their invention into production.

T F 4. The throwaway ballpoint pens produced by Bic were a lot cheaper than those produced by Swan.

T F 5. It can be inferred from the text that the zip fastener became very popular among the general public during the First World War.

D. Answer the following questions.

1. Why is it necessary to register an invention at the Patent Office?

   _____

   _____.

2. Write **ONE** of the reasons why working hard on an invention might often be a waste of time.

   _____

   _____.

3. What is the other function of the rubber pad apart from protecting the glass and car tires?

   _____

   _____.

4. What was **ONE** of the problems with the zip fastener when it was first invented?

   _____

   _____.

104 MEN OR MACHINES

1 The popular image of a robot is that of an android, a machine that looks like a man or woman and performs tasks that are copies of human actions. In reality, few robots are of this type. Present day robots are much more likely to be mechanical arms which are controlled by computers and which can be programmed to perform a wide range of activities normally done by humans. However, if this popular image of robots is a mistake, it is equally wrong to think of them as merely machines. Robots and the science of robotics are both signs of the deep changes that are taking place in industry, changes that are beginning to have and will continue to have far-reaching economic, social and political consequences.

2 Before robots, there were mechanical dolls, but they were used for pleasure rather than for work. They go back to ancient times. One of the earliest examples of these dolls is a wooden model of a pigeon made by Archytas of Tarrentus around 350 BC. The bird was suspended from the end of a bar and was moved by means of compressed air. During the eighteenth century, a well-known Swiss clockmaker, Pierre Jacquet-Droiz, produced a puppet that was programmed to write any text up to forty characters long. So lifelike was it that, at one point, people in Spain thought Jacquet-Droiz had magical powers and they tried to have him arrested as a sorcerer, or magician.

3 The first industrial robot was used in 1961 in the General Motors factory in Trenton, New Jersey, USA. It lifted hot pieces of metal from a machine and put them in piles. Today's robots are described as 'first generation' robots. That is, they will follow a routine exactly as programmed. However, they have one serious disadvantage. If the sequence of events in which the robot plays a part does not conform exactly to the programmer's expectations, things can go very wrong. For example, a robot's program may instruct it to pick something up and place it on a conveyor belt. As long as the production rate is constant, and the conveyor belt keeps moving, the system will work perfectly. However, if the machine breaks down, or the conveyor belt stops, damage may result both to the robot and to the machine.

4 The latest robots, however, have sensors such as TV cameras from which they can gain some information about events around them. This information is passed as feedback to the computers that control the machine, enabling them to adjust the operating instructions in order to prevent any unexpected events.

5 Today, there are over 100,000 robots in use throughout Japan, Western Europe and the USA, and their number is increasing rapidly. They are already beginning to affect the composition of a manufacturing company's workforce and, as a consequence, are raising important social and political questions. For instance, if robots can take over jobs, what will people do with their spare time and how will they earn money? How well this question and others like it are answered will largely determine the future political stability of a world inhabited both by robots and by humans.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. only, just (adj.) (para. 1) : _____
2. meet, reach (v.) (para. 3) : _____
3. remaining the same, not changing (adj.) (para. 3) : _____
4. populated, settled, occupied (adj.) (para. 5) : _____

B. Fill in each gap using the information in the text.

* Unlike the popular image, a robot does not look like a/an (1a)_____. On the contrary, most robots today are (1b)_____ which can perform some tasks normally done by people.

* The science of robotics will not only affect industry, but it will also have (2)_____.

* Archytas' pigeon was made of (3a)_____ and Archytas used (3b)_____ in order to move it. This old mechanical toy was used for (4a)_____, not for (4b)_____.

* Jacquet-Droiz's puppet could (5)_____ _____. It looked so real that Jacquet-Droiz was accused of having (6)_____.

* Although first generation robots can (7a)_____, _____ they have a serious disadvantage : If things go wrong with the system, both the robot and the machine might (7b)_____ _____.

* Sensors provide robots with (8a)_____, which is then processed by computers that control robots. These computers are responsible for adjusting the operating instructions in order to avoid (8b)_____.

105 COMPUTERS

1 Most people get upset if their computer crashes. They might shout or swear or even, if recent reports are true, smash the keyboard or punch the screen! The computer, of course, does not respond in any way to these outbursts of emotion. It just sits there impassively. But that could all change soon! Researchers are working on the computer of the future. It will recognize how the operator is feeling and react appropriately.

2 Computers that can recognize your voice and respond to instructions you give it already exist, but researchers are now developing a computer that will also recognize your facial expressions, tone of voice and other physical signs of frustrations, anger or happiness. They are trying to develop a computer that will be able to react to the things that make you happy or angry and change what it does to make you happier. For example, if there is a particular feature that always appears on your screen and it irritates you, the computer will notice this and either offer to turn **it** off, or show you how to disable it.

3 Unfortunately for the researchers it is still early days as it is very difficult to develop machines that can accurately read the range of signals that communicate our moods. At present they can tell the difference between excited and calm quite well but they cannot distinguish between excited-happy and excited-angry. People shout and get agitated in a similar way for **both emotions.**

4 The machine also finds it difficult to actually find a person's face and follow it around. It has a camera that is fixed to the computer and it isn't very fast at registering images. If you stay still and you don't change the lighting, the computer can tell the difference between a smile and a frown but it might get confused if you scratch your nose, or touch your ear and make a strange facial expression. It will get even more confused if you eat your sandwich or chat with a colleague as these facial movements mimic **those** of a frown or smile.

5 Other researchers are looking at 'anger objects'—something like a mouse that the user could hit, or something that the user could throw at the screen to show annoyance. Software designers think this would be a good way of getting feedback on parts of their programs that have problems.

6 It is also possible that computers could have sensors that would measure human muscle tension, temperature, etc. A large manufacturer is developing a mouse which can test skin conductivity, which is a good indicator of agitation level. The computer would then choose music to calm you down or, if it felt you were sleepy, would wake you up. It would act as an intelligent friend or co-worker and offer the equivalent of a sympathetic ear and a cup of tea!

A. What do the following refer to in the text?

1. it (para. 2) : _____
2. both emotions (para. 3) : feeling _____ and _____
3. those (para. 4) : the _____

B. Find words in the text that mean the following. Write only ONE word on each line and do not change the form of the word.

1. sudden occurrences (n.) (para. 1) : _____
2. express (v.) (para. 3) : _____

C. Fill in each gap using the information in the text.

* At the moment, there are computers which can only recognize (1)_____, but these computers cannot recognize physical signs of frustrations, anger or happiness, such as your (2)_____ and (3)_____.

* Software designers think that the 'anger objects' which researchers are working on can provide them with (4)_____.

D. Mark the best choice.

1. Which of the following is **TRUE** according to the text?

   a) Researchers have been able to develop a computer responding to the emotional needs of its operator.
   b) The camera following the operator's face is attached to the computer and it records the images immediately.
   c) When the light is changed, the computer might not be able to tell the difference between a smile and a frown.
   d) The sensors on the mouse that can test the operator's agitation level enable today's computers to perform all commands.

2. Which of the following could be a suitable title for the text?

   a) The Historical Development of Computers
   b) Today's Most Developed Computers
   c) The Most Popular Computers
   d) Computers of the Future

106 E -BOOKS E -MERGE

Ever since she was a 10-year-old in Liverpool, England, creating adventure stories, Patricia le Roy has had a strong urge to write. However, except for some love poems written at university and a few articles for a Paris newspaper, le Roy remained unpublished and got on with her life — a degree in French at the University of Sussex, a husband in Paris, two children, a job as a manuscript editor at Radio Liberty. Then, in 1997, a British e-publisher, Online Originals, decided to e-publish her fourth novel, *The Glass Palace Chronicle*. Her next e-book, *The Angels of Russia*, was chosen one of the five finalists for Britain's prestigious Booker Prize in 1998 – to the shock and confusion of the country's serious and old-fashioned literary establishment. A print version soon followed. The TIME magazine chatted with le Roy via e-mail about her e-publishing experience.

TIME: (example)____g____?
le Roy: I never approached publishers directly myself. I always had an agent who did that – until *The Glass Palace Chronicle*, which my agent at the time refused to handle. She said that its setting, Burma, was going nowhere. *The Glass Palace Chronicle* was turned down by every publisher I approached.

TIME: (1)_____?
le Roy: I heard about Online Originals at a writers' workshop in Scotland. One of the other writers mentioned it, and right away I thought it was a great idea. It was a low-cost, high-reach, tree-preserving way of putting one's works at the disposal of readers, and not just in one country, but in the English-speaking community worldwide. My experiences with Online Originals were extremely positive. They put *The Glass Palace Chronicle* on the site six months later with virtually no editing. I got hooked and gave them *The Angels of Russia* without bothering to submit it to print publishers.

TIME: (2)_____?
le Roy: Quite honestly, I don't know. In the short-run, I think the prospects for nonfiction, particularly academic texts, are better than those for novels. As regards novels, I can think of two factors that may increase electronic readership. One is technology, when better reading devices that look and feel more like "real" books but can store several novels at a time are available. Two is finance. Producing a book in print form is an expensive undertaking. It seems to me that the Internet would be an ideal medium to put out literary works that are of interest to a minority of readers but not likely to draw a big audience.

TIME: (3)_____?
le Roy: Some readers tell me that they have stayed up reading one of my books till two in the morning or finished it walking along the street on the way to work or went to a lot of trouble to download it and print it out because they wanted to know what happened next. That is when I really think I've achieved something.

TIME: (4)_____?
le Roy: Sales went up, but you have to realize that for electronic sales, we're talking about figures in the hundreds at most.

TIME: (5)_____?
le Roy: Fortunately, I do not make a living from writing like most writers! However, I have e-publishing to thank for getting me started.

TIME: (6)_____?
le Roy: Yes, they definitely should. I still think Internet publishing has potential, even if it's not quite here yet.

A. The 7 questions to the answers are missing from the following interview between Particia le Roy and the TIME magazine. Match the questions with the answers and write the letters of the questions in the blanks provided. The first one has been done for you.

a) Does e-publishing offer a chance for writers to earn a lot?

b) What sort of reader feedback do you get?

c) Will the Net and e-publishing become more popular in the future?

d) So how did you end up getting e-published?

e) Should all unpublished writers be encouraged by your experience?

f) What did the Booker Prize nomination do for your sales?

g) What were the steps you went through before getting published?

B. Complete the following sentences using the information in the introduction and the responses le Roy gives to TIME.

* Patricia le Roy's career as a novelist started with writing (1)_____ when she was at the university. Meanwhile, she was working for (2)_____, writing articles. She could not have any of her books published until an e-publisher agreed to put her book on the Net. The same e-publisher bought (3)_____ _____, with which she became a candidate for Booker Prize.

* When le Roy learnt about an e-publisher, the idea of an e-book appealed to her as it would be (4)_____, accessible by many and environmentally-friendly. In six months, her book was on-line without almost any (5)_____ by the publishers.

* Le Roy believes that (6)_____ and (7)_____ are the two factors that may contribute to the increasing popularity of e-novels in the future.

* It is when le Roy interacts with her readers that she feels she has (8)_____. She is glad she doesn't (9)_____ via her novels as profits are low.

C. Mark the best choice.

1. Which of the following can **NOT** be inferred from the introduction and the responses le Roy gives to TIME?

   a) Literature authorities did not expect le Roy would catch success in e-publishing.
   b) Her agent had low expectations for her fourth novel, *The Glass Palace Chronicle.*
   c) Patricia thinks e-publishing literary works for a minority of readers is not meaningful.
   d) Patricia finds Internet promising especially for writers who haven't had their work published.

107 ELECTRIC LIGHTING

1 Electric lighting --the thrilling glow of a city at night-- has been a symbol of civilization ever since Thomas Edison first illuminated the streets of New York in 1883. Since then, people have been using increasing amounts of electric light to defy the darkness and turn night into day. In the UK alone, there are at least seven and a half million street lamps. Another 100,000 are being put up each year. As satellite photographs show, the rest of the world shares our enthusiasm for keeping the darkness under control. From Ahmadabad to Vladivostock, night lighting helps reduce accidents, deter criminals, and ease our ancestral fears of creatures of the darkness.

2 However, this security has a hidden cost: the growing problem of light pollution. An orange glow hangs over cities across the world. **It** is caused by streetlights shining wastefully into the sky and their light being scattered by pollution in the air. On the ground, too, millions of people are troubled by what is now known as "light trespass". According to a report released last year, four out of five local councils have received complaints about the light from neighboring houses or businesses shining into their homes.

3 And it's not just humans who have cause for complaint. Many animals are seriously confused by the amount of light there is at night. Loggerhead sea turtles have given up their nesting areas on illuminated beaches along the Florida coast. In other places, nocturnal animals have stopped looking for food. Polar bears get so upset by artificial light sources they have been known to attack **them**. When dozens of airstrip lights were destroyed in North Shore, Alaska, tracks showed that bears had knocked them out one by one.

4 Of equal concern is the fact that light pollution destroys our sight of the wider universe. Few of today's city dwellers have ever made out the Milky Way above their heads, let alone the ghostly glow of the "zodiacal light", a cone of light that appears before sunrise and after sunset. Light traveling towards us for billions of years is being swallowed up on arrival in our skies by street lighting, and glowing neon advertisements.

5 One result of this blocking of the light from distant sources is that astronomers are being forced to move out of cities. As far back as 1910, astronomers complained that their view of Halley's Comet was being limited by electric lighting. As the problem grew through the century, the Royal Greenwich Observatory's optical telescopes were moved to the safety of the Canary Islands.

6 Unlike Greenwich, the University of London Observatory at Mill Hill Park has stayed put, but hasn't found it easy. The director, Derek McNally, says: "There are clearly a lot of things we know it is no longer possible to look at."

7 The authorities of San Diego responded to a similar problem in the 1980's by converting their streetlights to the low-pressure sodium type, saving $3 million a year in the process. The yellow sodium light takes up just two narrow bands of the electromagnetic spectrum, which makes it easy for astronomers to filter out, leaving the rest of the spectrum free. This seemed to be the ideal solution, and the astronomers were pleased. Unfortunately, San Diegans were not. They complained that the monochrome yellow light was eerie. Businesses said advertisements didn't look right and car salespeople complained that the lights made all their vehicles look the same. Not all the complaints were commercially motivated, either. Policemen said they couldn't tell what color their suspects were. As a result, the city council voted to replace the yellow lights with white ones in areas of high crime. The white light they produce is impossible to filter, and astronomers were far from pleased. Such conflicts have been avoided in the UK, and attempts are being made to reduce light pollution by controlling the type and quality of lighting equipment that is being installed.

8 However, the problem is still a real one. We are missing out on of the most impressive spectacles in nature. The beautiful and constantly evolving night sky remains a total blank for the vast majority of people. It is embarrassing that even an illiterate Kalahari tribesman has a great deal more first-hand knowledge of the cosmos than an avid reader of books about the Big Bang. Yet, astronomers are confident they can see the dark at the end of the tunnel. "I'm hopeful that in ten years' time people in the suburbs --if not the cities-- should get the Milky Way back," says McNally.

A. What do the following refer to?

1. It (para. 2) : _____
2. them (para. 3) : _____

B. Find words that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. go against; challenge (v.) (para. 1) : _____
2. discourage from acting (v.) (para. 1) : _____
3. extremely eager or interested (adj.) (para. 8) : _____

C. Answer the following questions.

1. How do street lights affect the astronomers' work?

_____

_____.

2. What are the British doing to reduce light pollution?

_____

_____.

D. Mark the best choice.

1. Which of the following is **TRUE** according to the text?
   a) Other than the UK, the countries in Europe are not so keen on night lighting.
   b) Zodiacal light occurs during day time.
   c) The University of London observatory did not move their optical telescopes to a safer place.
   d) Converting street lights in San Diego cost $3 million in the1980's.
2. Which of the following is **NOT** a result of night lighting?
   a) Some animals change their habits that are vital for their survival.
   b) We gain better knowledge of the universe.
   c) Neighbors complain about each other's light.
   d) Lights are destroyed by the animals.
3. When low-pressure sodium streetlights started to be used in San Diego, _____.
   a) the astronomers were not able to work easily
   b) the color of the streetlights became white first
   c) the products of certain businesses didn't seem as attractive as they used to
   d) the lights all over the city had to be changed because of the complaints from the policemen.
4. Which of the following would be a suitable title for this passage?
   a) Streetlights in San Diego
   b) Nature and Night
   c) The Universe by Night
   d) The Death of the Night

108 ENTER A NEW WORLD

1 Virtual Reality (VR) is the term used to describe computer simulations of reality that are very similar to real-life experience. To enter VR, you put on a special headset, or head-mounted display (HMD) that allows you to see three-dimensional, computer-***generated*** images. You also hear sound effects and wear a special glove, which, like the HMD, is connected to the computer. This glove allows you to ***manipulate*** the objects that you see and to have some sense of touch. What you see exists only inside the computer, so while wearing the HMD you cannot see anything except the computer-generated image. Consequently, you have the sensation of entering a different world, and this wonderful sensation is **enhanced** by the sound effects and by the glove. When you turn your head, the computer ***adjusts*** the images.

2 Virtual reality is close enough to the real world to be both useful and enjoyable. It has obvious practical uses. It can be used to train pilots without any risk of destroying valuable airplanes. It can be used to ***enable*** surgeons to practise carrying out operations without any risk to a patient. It can also be used to help people ***overcome*** irrational fears. For example, people who are scared of spiders can be exposed to them in the virtually real world in the hope that they will stop being scared of them.

3 Students can learn foreign languages by entering a computer simulation of another country without the ***inconvenience*** of actually going there. There are also many industrial applications of VR. Robots working in environments that are dangerous to humans, such as deep under the sea, in fires, or in nuclear reactors, can be ***remotely*** controlled by human operators who, by using VR, have the sensation of being exactly where the robot is. Above all, virtual reality has great entertainment value. Users can have all kinds of experiences that they could not have in real life. They can take part in motor-races or become astronauts and fighter pilots without any risk to themselves or others. These VR experiences are far more ***intense*** and exciting than the experiences of watching films and television, especially since VR can involve the senses of touch and smell as well as sight and hearing to some extent. In the future, it will be possible for people to create any kind of fantasy world they wish in their own homes.

4 However, many people are alarmed by the potential dangers of VR. According to Professor George Brown, people may confuse the real world with the computer's ***simulated*** world and someone who is used to crashing cars in VR car races may do the same for real, with serious consequences, when driving a car. "Moreover," he says, "it is possible that some people may begin to enjoy committing serious crimes in VR. These crimes could be committed without guilt and without ***consequences***, but it is impossible to say what effect such activities would have on real-life behavior. We don't even know whether prolonged use of the headset damages the user's eyesight. VR is ready to be sold in shops before any research has been done on its psychological effects."

Mark the best choice.

1. **Enhance** (para. 1) means to _____.

   a) create a mental picture
   b) uncover, leave something unprotected
   c) increase the value, power or beauty of something
   d) make worse by changing the original, usual shape or condition

2. Which of the following is **TRUE** according to first paragraph?

   a) VR enables you to experience a kind of reality that is quite different from real life.
   b) Although sight and sound are provided through some special equipment, sense of touch has not been developed yet.
   c) the HMD prevents you from seeing anything except for the image that is formed by the computer.
   d) While wearing the HMD, it is not possible to move your head as this causes the image to disappear.

3. Which of the following is **NOT** mentioned as one of the areas where VR could be beneficial?

   a) Medicine
   b) The treatment of phobias
   c) Industry
   d) Criminology

4. VR can have some negative effects on the user such as _____.

   a) discouraging students from studying in foreign countries
   b) encouraging dangerous driving
   c) causing people to get involved in murder
   d) helping people create any fantasy they like

5. Which of the following statements is **FALSE** according to the text?

   a) It is possible to learn how to fly a plane or a spacecraft by using VR.
   b) Psychological consequences of VR have not been studied thoroughly yet.
   c) For the time being, the image generated by the computer has only two dimensions like a picture.
   d) It can be inferred from the text that in the future VR is likely to be more popular than movies.

VOCABULARY PRACTICE:

The following words are italicized in the text. Fill in the blanks with the words from the list below. Do not change their form and use each word only ONCE.

remotely	**consequences**	**adjust**	**overcome**	**intense**
generated	**simulated**	**enable**	**inconvenience**	**manipulated**

A virtual reality is a(n) (1)_____ environment that your senses perceive as real. It is an artificial environment (2)_____ by computer hardware and software and presented to the user in such a way that it appears and feels like a real environment. Although theater, opera, cinema, and television can be regarded as precursors to virtual reality, they are only (3)_____ related because the feeling of "being there" that you experience when watching television is quite limited. Watching football on TV doesn't really compare to being in the stadium.

To "enter" a virtual reality, a user puts on special gloves, earphones, and goggles, all of which receive their input from the computer system. In this way, at least three of the five senses are (4)_____ by the computer. In addition to feeding sensory input to the user, the devices also (5)_____to the user's actions. The goggles, for example, track how the eyes move and respond accordingly by sending new video input.

To achieve greater realism, a system should ideally include more sensory modalities, such as 3D sound (through headphones), and tactile stimulation so that the user catches the (6)_____ sensation of being there. An essential element of "being there" is interactivity. To (7)_____ interactivity, the system must have sensors that pick up on your movements and utterances and alter the presentation to incorporate the (8)_____ of your actions. To approximate physical reality in terms of interactivity and to minimize any (9)_____ to the user, sensors, effectors, and displays are improving.

In the long run, VR could unlock limitless possibilities for human creativity. We could construct artificial experiential worlds that would appear as real as physical reality to participants. People could visit these worlds to work, be entertained, socialize with friends who may be living on the opposite site of the globe, or (10)_____ their stresses; thus, they might spend most of their time in virtual realities.

109 LASERS-THE LIGHT OF THE TWENTY-FIRST CENTURY

1 A scientific principle is often understood long before it is put in use. For example, people knew the power of steam before there were any steam engines. But sometimes they take place at the same time - a new scientific principle and a new ***invention***. This was the case a little more than thirty-five years ago with a device called the laser. To many people, lasers were very mysterious.

2 The word laser stands for Light Amplification by Stimulated Emission of Radiation. More simply, a laser is a device that produces a very strong light. The light from a laser is called coherent light. The light we are most ***familiar*** with is incoherent light. Incoherent light comes from electric light bulbs and the sun. This light moves in all directions. The light from a laser, however, moves in only one direction and is much stronger. Laser light is created by a process called stimulated emission. In this process, the atoms of a certain substance, such as a crystal or gas, are excited in such a way that they produce an extremely strong light that travels in one direction. This light is called a laser beam. A person working with a laser can aim it in any direction.

3 Once laser light was developed, scientists immediately started to think about its applications. One of the laser's earliest uses was to measure distances and speeds. It was discovered that **this** could be done with amazing ***accuracy***. For example, the distance to the moon was measured to within a foot, and the exact speed of light was ***determined*** to be 186,282,397 miles per second.

4 In **its early days**, the military also thought about using the laser because the laser was capable of "selective" destruction. Therefore, it had an advantage over nuclear weapons, which would have more disastrous results in a war. Research into constructive uses of the laser took place just as quickly. For example, the laser can now be used in surgery. This marvelous device can open and close an incision, or a cut, without the danger of infection. A laser beam can also be used in delicate eye operations. For instance, it can be used to reattach a retina, and it can ***prevent*** excessive bleeding of tiny blood vessels in the eye. The laser is also important in the study and ***treatment*** of cancer. A laser beam can ***remove*** a cancerous growth and completely ***destroy*** it. No dangerous cancer cells which might spread to other parts of the body are left behind. Because a laser can concentrate on an individual cell, and even a part of a cell, it could become a tool for studying and preventing this deadly disease.

5 Lasers are used for everyday tasks as well. In factories, they are used to cut cloth, harden metals, and - with robots - increase the accuracy of work on assembly lines. In supermarkets, a laser at the checkout counter reads the price codes on packages. These codes consist of closely-spaced black lines. The information is put into the cash register, which then records **it** as a price on a receipt.

6 The laser promises to bring great changes in the way telephones work. In ***ordinary*** telephone technology, sound waves travel along thousands of miles of copper wire. But a laser can ***transmit*** sound waves much faster. In addition, the laser would lessen the need for copper, a non-renewable natural resource. The laser is also used in video disc players to show programs on television. When a disc is inserted into the player, the laser can "read" the information on it in order to produce the sound and picture on TV.

7 There are thousands of uses for laser light, but they are only a beginning. The laser could truly become the light of the twenty-first century.

A. What do the following refer to?

1. this (para. 3) : _____
2. its early days (para. 4) : the early days of _____
3. it (para. 5) : _____

B. Find words that mean the following. Write only ONE word on each line, do not change the form of the word.

1. uses (n.) (para. 3) : _____
2. useful, beneficial (adj.) (para. 4) : _____
3. too much (adj.) (para. 4) : _____

C. Answer the following questions.

1. Why is the light from a laser called coherent light?

_____

_____.

2. Which feature of laser makes it a successful tool in the treatment of cancer?

_____

_____.

3. What is one of the advantages of using laser in telephone technology?

_____

_____.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

a) The steam engines were invented after the discovery of the power of steam.
b) In a war, nuclear weapons have much more dangerous results than laser.
c) The risk of infection can be avoided by using the laser in medical operations.
d) The function of the laser on factory assembly lines is to read the price code.

2. Which of the following is **TRUE** according to the text?

a) Laser light is created by energizing the atoms of a substance in a certain way.
b) When the laser was invented years ago, it was not completely unknown to people.
c) As laser beam can move only in one direction, the user can aim it only in one direction.
d) The function of laser in video disc players is to read the information on the player.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the choice that gives its SYNONYM in that meaning.

1.	invention (n.) (para. 1)	a) creation	b) effect	c) solution	d) device
2.	determine (v.) (para. 3)	a) control	b) influence	c) find out	d) extend
3.	treatment (n.) (para. 4)	a) behavior	b) cure	c) action	d) care
4.	destroy (v.) (para. 4)	a) terminate	b) conserve	c) separate	d) preserve
5.	transmit (v.) (para. 6)	a) initiate	b) launch	c) introduce	d) send

B. The following words are italicized in the text. For each item, mark the choice that gives its ANTONYM in that meaning.

1.	familiar (adj.) (para. 2)	a) memorable	b) foreign	c) recognizable	d) surprised
2.	accuracy (n.) (para. 3)	a) imprecision	b) exactness	c) prediction	d) correctness
3.	prevent (v.) (para. 4)	a) cause	b) weaken	c) decrease	d) stop
4.	remove (v.) (para. 4)	a) eliminate	b) cause	c) emphasize	d) devastate
5.	ordinary (adj.) (para. 6)	a) usual	b) widespread	c) frequent	d) exceptional

C. Fill in the blanks with the correct forms of the words from part A and B. Use each word only ONCE.

In 1954, Charles Hard Townes, James Gordon, and Herbert Zeiger successfully isolated excited ammonia molecules. Because they were able to move independently, the molecules were also capable of amplifying electromagnetic radiation in the microwave range. The result was "maser," an (1)_____ for which Dr. Townes and two Russian scientists received the Nobel Prize in Physics in 1964. The concept of the first maser was the precursor to the creation of a far more (2)_____ tool whose name would eventually become part of the common parlance of astronomers, physicists, surgeons, chemists, industrial engineers, and science-fiction novelists alike: the laser. Townes worked with Arthur Shawlow to (3)_____ the possible uses of optical and infrared masers and, in December of 1958, they published the first detailed proposal for the construction of an optical maser - later to be renamed a "laser." Originally dubbed the "solution without a problem," the manifold applications of lasers have now penetrated human experience in almost countless ways, ranging from the most (4)_____ to the most abstract and sophisticated.

Perhaps the field in which applications of laser technology have been most visible to the public eye is medicine, where lasers can be utilized for a number of procedures, both cosmetic and potentially life-saving. Billboards now line the highways of America, advertising the services of ophthalmologists that include very delicate vision corrective

surgery, which has (5)_____ the dependence of many people on glasses and contact lenses. Because of their intense heat and their capacity to be focused with extreme (6)_____, lasers have also been employed for the elimination of unwanted tattoos, wrinkles, spider veins, and birthmarks.

Lasers have also had a major impact in more critical areas of medicine. Dentists have begun utilizing laser technology to (7)_____ both unwanted gum tissue and small cavities. Once again, these procedures are much quicker and easier to perform with lasers. Lasers can also be applied in both the diagnosis and (8)_____ of cancer. They detect tumors before they become visible, being tightly focused on a tumor in order to (9)_____ the malignant tissue.

The uses of laser technology have not been limited to medicine, however. The burgeoning field of telecommunications has also benefited greatly from laser technology. As a result of the high frequency of light, its intensity can be altered rapidly, allowing for the encoding of highly complex signals. Theoretically, one beam of laser light could (10)_____ an amount of information equal to that of all existing radio channels. Due to the fact that laser beams can be disrupted by environmental elements such as rain or fog, however, it became necessary to devise a medium to sheath laser-transmitted information.

Today, it is nearly impossible to go about one's daily business without encountering some subtle example of the growing utility of lasers. Whether one is creating documents with the use of a laser printer, scanning UPC codes at a grocery store, paying a toll on a highway through an automated system, or listening to a CD, lasers surround us and afford conveniences we rarely notice.

110 NAPSTER

1 Shawn Fanning, the creator of the popular software called Napster, never intended to hijack the music industry. The idea for Napster just came to him as he was sitting in his dorm room at Northeastern University in Boston, listening to his roommate whine about dead MP3 links. Fanning, whose high-school nickname was Napster (a reference to his perpetually nappy hair), just shrugged off his roommate's complaint, but he began thinking there might be a way to ***access*** files without going through a web site. He had taught himself Unix programming between his junior and senior years at Harwich High in Cape Cod. He knew enough to think such a program was possible.

2 All he had to do was to combine certain features of existing programs: the instant-messaging system of Internet Relay Chat, the file-sharing functions of Microsoft Windows, and the advanced searching and filtering ***capabilities*** of various search engines. He reasoned that if he could write a program that included all these features, he'd have a pretty cool piece of software.

3 In creating Napster, Fanning not only transformed the music business, but he also helped ***launch*** a new programming movement—P2P, or peer-to-peer, client-based Internet software. One of Napster's ***revolutionary*** qualities is that it allows computer users to exchange files directly, avoiding server bottlenecks and, as Fanning once hoped, legal problems. Only Napster's index and directory ***reside*** on a central server; the files are actually transferred via various Windows protocols directly from user to user. That means that no copyrighted material is ever in Napster's possession.

4 The simplicity of the program is part of its genius: log on, download, and play songs. Since it took him only three months to write the source code, Fanning says he didn't have time to make it more complicated. It is exceedingly rare for one programmer to excel at both client and server applications, but Fanning had no choice. "I had to focus on functionality, to keep it real simple," he says. "With a few more months, I might have added a lot of stuff that would have spoiled it. But in the end, I just wanted to get the thing out."

5 Legal issues aside, Fanning's program already ranks among the greatest Internet applications ever, up there with e-mail and instant messaging. Love it or hate it, that's what Napster has done: changed the world. It has forced record companies to rethink their business models, and record-company lawyers and recording artists to defend their intellectual property. Attorneys for the record industry have subpoenaed (demanded) Fanning's e-mails and taken depositions from him, his uncle, and other early Napster employees. They claim that Napster is ***guilty*** of something called tributary copyright infringement, which means Napster is being accused not of violating copyright itself but of ***contributing*** to and ***facilitating*** other people's ***violation*** of it.

6 As the creator of Napster, Fanning has reached a level of fame ***unprecedented*** for a 19-year-old who is neither a sports hero nor a pop star. Since the lawsuit began, he has become surprisingly thoughtful and well spoken—perhaps because, being at the center of a highly significant lawsuit, he has had to. He has to monitor carefully what he says, to whom he says it and even what clothes to wear.

7 Back then, he thought he would just write the application and set it free—his name would be embedded deep in the source code and known only to the other hackers and programmers who care about such things. He misses that simple time, before magazine covers, TV interviews, and having to put on a goofy black suit and necktie to appear in court. "I'm going to get back there, to that office, to where I'm just alone and able to work something out," Fanning vows. And then he picks up his guitar again and starts strumming. He shrugs. He has another idea, he keeps saying; he has this idea that he needs to work out.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. complain (v.) (para. 1) : _____
2. thought logically (v.) (para. 2) : _____

B. Mark the statements True (T) or False (F).

T F 1. Fanning didn't know anything about Unix programming until he decided to write Napster.

T F 2. Napster enables direct file transfer between users without going through a central server.

T F 3. The reason why Napster is very simple and user-friendly is that Fanning didn't have enough time to create a more complicated program.

T F 4. It is usual for most software programmers to excel at both client and server applications.

T F 5. As an internet application, Napster is seen as important as e-mail and instant messaging.

T F 6. It can be inferred from the text that Napster will affect record companies and their businesses positively.

T F 7. Napster has brought Fanning fame that a 19-year-old would not normally have unless he were a sports hero or a pop star.

T F 8. It can be inferred from the text that Fanning is pleased to have attracted so much attention and to have become a famous public figure.

C. Complete the following sentences using the information in the text.

1. Fanning's high school friends used to call him ' the Napster' because _____ _____.
2. Along with Unix, Fanning made use of three existing programs: _____, _____, and _____.
3. Since Napster is a client-based software which has no MP3 files on its central server, it doesn't possess any _____.
4. The exact meaning of 'tributary copyright infringement' is _____ _____.

VOCABULARY PRACTICE:

A. Fill in the blanks with the words from the box. Do not change their forms. Use each word only ONCE.

contributes	**capabilities**	**reside**
facilitates	**launched**	**revolutionary**
access		
guilty	**violating**	**unprecedented**

Created by 19-year-old Shawn Fanning in 1999, Napster is an application that gives individuals (1)_____ to one another's MP3 files by creating a unique file-sharing system via the Internet. Napster (2)_____ a service that lets users view and download the contents of MP3 directories from other Napster users' hard drives. Therefore, it has been under fire from the Recording Industry Association of America (RIAA), which interprets the issue as (3)_____ copyright laws. RIAA, on behalf of its members, sued Napster because it (4)_____ piracy of music. RIAA believes the infringement takes place on a(n) (5)_____ scale because the system Napster has built allows its users to log onto Napster's servers to obtain MP3 music files that are stored on the computers of other users who are connected to the Napster system at the same time. Napster provides advanced search (6)_____, as well as direct hyperlinks to the MP3 files housed on its users' computers. At any single point in time, millions of users may be logged onto.

Napster, trading millions of pirated sound recordings. But, because the MP3 files do not (7)_____ on Napster's servers, nor does Napster charge a fee for the service, critics felt the RIAA had a weak legal leg to stand on. However, this does not change the fact that the overwhelming majority of the MP3 files offered on Napster are infringing -- and the district court found that Napster knows this and even encourages it. Napster is thus enabling and encouraging the illegal copying and distribution of copyrighted music. Just because Napster itself may not house the infringing recordings does not mean Napster is not (8)_____ of copyright infringement. Copyright law has long recognized that someone who materially (9)_____ to infringing activity, with knowledge of that activity, is liable for copyright infringement, as if that person did the copying him or herself. Still, its users think Napster simply allows individuals to share music, as do tape recorders and CD burners, and many see Napster's system as a (10)_____ force in the consumer music market, and it is up to the music industry to adapt to it.

111 SOAKING IN SPAM

The Net is buckling under the weight of billions of unwanted bulk e-mail ads, called spam. Can anything be done? Current weapons aren't working—but there's hope. Reports from the front lines of the spam war show how traditional anti-spam tools are outmatched but suggest some promising solutions.

1 In the past two years, spam has congested the Internet, threatened to overwhelm Internet service providers, and caused sensitive Web surfers to scamper back away from their computers in embarrassment. Spam is now approaching 60 percent of all e-mail, according to the research firm the Gartner Group. Ferris Research says resulting productivity losses amount to $9 billion annually. The forces who say they hate spam—politicians, tech companies, harassed e-mail users, and anti-spam watch committees who spend their own time and money trying to clean up the Net—haven't managed to make a dent in the problem. Current approaches aren't working; even though home users and many companies started filtering their e-mail two years ago, the overall amount of junk mail has ballooned exponentially. Filtering and antivirus companies always seem one step behind the rapidly evolving methods of clever spammers, and most individual lawsuits against spammers have been defeated, settled, or concluded with penalties unpaid and bulk e-mailing operations open for business.

2 Using e-mail filtering tools helps companies and individual users block spam, but it's not perfect. CipherTrust, an Atlanta based anti-spam based anti-spam firm, makes software that hunts for specific words, blocks the addresses of repeat offenders, and analyzes message headers for telltale spam signs. CipherTrust engineer Steve Davis was reviewing the dozens of unwanted messages sent to his own protected e-mail account one morning and saw that messages ***promoting*** work-from-home ***schemes*** ("Attention Moms!") and junior college programs ("Degree Programs That Fit Your Life!") were successfully blocked.

3 But another message, masquerading as an important upgrade from Microsoft and carrying a virus, got through the CipherTrust filter. The message was similar to a ***legitimate*** customer-service message, and was not sent by any known spammer; nor did it fit any known pattern. In other words, a very clever spammer somewhere in the world knows exactly what filters to look for and had found a new way to evade them. "We are trying to hit a target that is coming at us from all directions and moving at the speed of the Internet," Davis says. The virus that made it through represents a new and deleterious kind of spam: it ***seeks*** to turn a PC into an automatic bulk e-mail generator, which sends spam messages without requiring the permission of the authorized user. In the past few weeks, more and more of these ***so-called*** spam zombies have been turning up.

4 The European Union has banned e-mail marketing without prior ***consent***, and an anti-spam law is making its way through the US Congress. But many experts doubt these measures will have much of an ***impact***. Even zombie attackers are avoiding capture because it's so difficult to ***trace*** the origin of spam back through hijacked computers and abandoned Internet locations. Furthermore, at overworked law enforcement computer-crime divisions, e-mail fraud comes after child pornography and identity-theft cases.

5 The best way to solve the problem may be altering the very architecture of e-mail itself. Internet-standard-setting bodies are looking at ways of revising the code for delivering mail so that ISPs can check whether incoming e-mail is faking its origin. But those changes would take years to spread to every network around the world. In the shorter term, "challenge" systems let users send direct messages only to people who have the sender in their address books. When you e-mail a stranger, the system sends back a puzzle that only a human, not an automated spam program, can solve; give the correct response, and the e-mail goes through. Another system, called micro payments, would charge a tiny amount for each e-mail sent, and would add up to large sums only for bulk e-mailers. These solutions may conflict with the original spirit of the Internet, but they're among the few reliable ways to foil spammers and fraudsters. The bathwater might be gone, but in an age of ever increasing junk-mail ***volumes***, the greater challenge is to save the baby.*

* *In this sentence there is a reference to the saying "Don't throw out the baby with the bath water," which means in getting rid of waste, don't also discard what is worth keeping.*

Adapted from an article in *Newsweek* (December, 2003)

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. gotten bigger, increased (v.) (para. 1) : _____
2. avoid, escape from (v.) (para. 3) : _____
3. harmful (adj.) (para. 3) : _____
4. prevent from being successful (v.) (para. 5) : _____

B. Answer the following question.

1. Do you think companies are likely to find efficient ways to get rid of bulk mails in the near future?

   Explain why or why not in your own words not exceeding two sentences by referring to the text.

   _____

   _____.

C. Fill in each gap using the information in paragraph 5.

The most efficient but long-term solution to the Spam problem may be to make changes in (1)_____ of e-mail. However, this type of revision might take a long time to reach (2)_____ around the globe. As far as short-term solutions are concerned, (3)_____ could be used in order to obtain immediate results. These systems allow for direct mails to be sent just to people having the sender's (4)_____. In addition, in order for the e-mail to reach the receiver, (5)_____ _____ must be given to the puzzle which was sent by the system. (6)_____ could be another reliable solution that would certainly discourage bulk e-mailers by charging them for each e-mail sent.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) Spam does not have an impact on production efficiency.
   b) Filtering companies are not able to catch up with new spamming methods.
   c) Spammers usually get away without being punished in some way.
   d) The Cipher Trust filter is not protected against all viruses.

VOCABULARY PRACTICE:

Complete the following passage with the correct forms of the italicized words in the text. The synonyms provided underneath the blanks will help you to spot the words.

Spamming involves sending identical or nearly identical messages to thousands or millions of recipients without their (1)_____. The most common purpose for
(permission)
spamming is advertising. Goods commonly (2)_____ in spam
(advertised)
include pornography, computer software, medical products such as Viagra, credit-card accounts, and fad products. Spam is also used to advertise (3)_____ like chain
(methods, formats)
letters. Many users are bothered by spam and find the content of spam frequently offensive, since pornography is one of the most frequently advertised products. Spammers send their spam largely indiscriminately, so pornographic ads may show up in a workplace e-mail inbox or a child's, the latter case being illegal in many jurisdictions due to the (4)_____
(effects)
they may have on their recipient's psychology. Laws restrict the sending of pornographic materials through the post, and governmental agencies (postal inspectors) exist to enforce these laws. However, spammers frequently operate on a fly-by-night basis, using the (5)_____"anarchy" of the Internet as a cover. They also take
(supposed)
advantage of its unfamiliarity to law-enforcement agencies. Finding the identity of a spammer is a tedious process. One reason is that spammers frequently use false names, addresses, phone numbers, and other contact information to set up "disposable" accounts at various Internet service providers. They also often use falsified or stolen credit-card numbers to pay for these accounts. This allows them to quickly move from one account to the next as each one is discovered and shut down by the host ISPs. Therefore, following an e-mail message route is usually fruitless, since many ISPs have thousands of customers, so it becomes impossible to (6)_____ the original sender. The other reason is that spammers
(locate)
(7)_____ to make use of vulnerable third-party systems, which do
(want)
not properly check who is using the mail server and pass all mail to the destination address. Thus, it becomes quite a bit harder to track down the spammers. Spoofing, sending e-mail using a false name, can have serious consequences for (8)_____ e-mail users, too.
(legal)
Not only can their email inboxes get clogged up with "undeliverable" e-mails in addition to (9)_____ of spam, they can mistakenly be identified as a spammer.
(amounts)

112 TURN OFF THAT CELL PHONE!

1 "Jane, don't hang up! Jane, talk to me. Jane, Jane, Jane!" As everyone on the train close to his cell phone could ***confirm***, Jane refused to answer her husband. The couple seemed to be having difficulties with their daughter, who also took a turn in their long conversation. One call led to another, and for two and a half hours, nearby passengers involuntarily listened to the loud personal conversations of this cell-phone enthusiast. Other people in the surrounding seats were also making and receiving calls (briefer and less loud), but Jane's husband took the prize for careless intrusions into our shared public space. I dearly wanted to say something to him, and started to think of how to protest as I heard him announce in his last call that he was only twenty minutes from his station. How could I peacefully, nonviolently, state my objections and confront what appeared to be either deliberate rudeness or just ***ignorance***? Unfortunately, my own invincible cowardice and over-socialized taboo against public ***displays*** of irritation made me hesitate once again, and the opportunity was gone. At least I can lodge a complaint with the conductor, I thought. But when I found him, he was in a back seat busily talking on his cell phone.

2 Who will deliver us from this new social disease? Second-hand intimacy is even more disturbing than second-hand smoke. Don't the users of cell phones understand that they are breaking the implicit rules of public behavior? Everyone has a right to civil inattention and a buffer zone safe from unwanted intrusions by touch, stares, or unwelcome personal remarks. I don't want to be looked at, pushed, pinched, or have my ears attacked. Involuntary involvement in other people's private lives, loudly broadcast in trains, buses, planes, elevators, or on the street, is a form of ***abuse***. Never mind the danger cell phones present on buses.

3 If there are laws against loud music, car alarms, and leaf blowers, why not against cell phones? At least we could have special sections for those who must ***intrude*** on other people's privacy. In New York, the opera and Broadway theaters seem to have gotten the problem under control. The strict preshow announcements are obeyed by the audience—probably because of the astronomical prices of today's tickets. At the other extreme, a subway ticket buys freedom from cell phones, because there is no reception underground. Traveling with an ***indifferent***, emotionless crowd isn't so bad, if you can read or think your own thoughts.

4 Am I overreacting? Not really. I deny the charge of being a noise-pollution freak. I live above the railroad tracks and I have to delay conversations twice every hour because of the roaring trains. I find the beep-beep of the newspaper trucks backing up at 4 a.m. less attractive, but I tolerate them patiently, along with the noise in our apartment house where neighbors ***constantly*** reconstruct kitchens or install new in-the-wall air conditioners. With our bouncy, screaming four-year-old granddaughter living with us, I could never complain about other people's noise.

5 I don't object to cell phones because they are noisy. With the growth of second-hand intimacy and forced communication, I'm offended by the ***erosion*** of shared cultural norms of appropriate shame. Certain kinds of self-exposure break the rules for personal boundaries. When other people don't understand, or don't care, I become ashamed for them, since they are too ignorant or simple to be ashamed of themselves. Public confessions on TV talk shows make me uncomfortable. Lovers who insist on sexual displays in public disprove evolutionary psychology's claim that in every known human culture, sexual intimates seek ***privacy***. Some things are best kept in private.

6 Once, in a hair salon, I was dozing under towels and gradually became aware of a young woman across the room. She was opening her soul to the hairdresser in a bitter complaint about her mother-in-law's awful behavior. As the story went on and on, and the names of other siblings in the family came up, I slowly realized that I knew this daughter-in-law. She was berating my old friend, whom I'd always admired. Awful! I wanted to become invisible. I sank down in my chair, raised a magazine before my face, and prayed that I would not be recognized. Thank God, I wasn't. As an innocent bystander, I knew that I had done nothing wrong. I did not feel guilty, but I was instinctively embarrassed at overhearing private family matters that I had no business knowing.

7 Surely, such feelings of shame and embarrassment over personal exposure show our human sense of togetherness and identification with others. When we see friends or family members get drunk, fall down, and make fools of themselves, we suffer shame for them too. When waiters drop trays, actors forget their lines, and people make awful speeches at weddings or funerals, we try to save face by pretending nothing bad has occurred—if we can't actually flee the scene. I'm often the one edging out the door at such times—at least out of the range of all the video cameras.

8 The culture seems to be heading in a more shameless direction. People are putting their private lives on web sites, and there are TV programs showing a person's every move twenty-four hours a day. Realistically, there's little imminent hope for laws ***restricting*** the use of cell phones. It would ***interfere*** with a rapidly growing market. Until cultural change takes place, I may be forced to buy a Walkman and program it with white noise.

A. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. save (v.) (para. 2) : _____
2. unwritten (adj.) (para. 2) : _____
3. very high (adj.) (para. 3) : _____
4. criticizing (v.) (para. 6) : _____

B. Mark the following statements as True (T) or False (F).

T F 1. The other passengers' phone calls were less disturbing than Jane's husband's.

T F 2. According to the text, the writer often exhibits her annoyance with rudeness in public.

T F 3. Commuters are strictly forbidden to use their cell phones on the subway.

T F 4. The main reason why the writer is against cell phones is that they are noisy.

T F 5. It can be inferred from the text that the young woman in the hair salon knew the writer.

C. Answer the following questions.

1. What can be the advantage of traveling on a train with total strangers?

_____

_____.

2. Give two examples of noise the writer is exposed to in her apartment.

a) _____

b) _____.

3. Why do people suffer shame for a friend who gets drunk or makes a fool of himself?

_____

_____.

4. Why do you think the writer may have to buy a Walkman and program it with white noise?

_____

_____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with their definitions. Put the letters on the lines provided.

_____	1.	confirm (v.) (para. 1)	a)	illegal, improper or harmful use of something
_____	2.	ignorance (n.) (para. 1)	b)	showing no care or concern for or interest in something
_____	3.	display (n.) (para. 1)	c)	freedom from the intrusion, or attention of others
_____	4.	abuse (n.) (para. 2)	d)	the gradual destruction or reduction of something
_____	5.	intrude (v.) (para. 3)	e)	unawareness of something important
_____	6.	indifferent (adj.) (para. 3)	f)	repeatedly
_____	7.	constantly (adv.) (para. 4)	g)	limit someone, or to limit something and prevent it from increasing
_____	8.	erosion (n.) (para. 5)	h)	show of feeling or quality
_____	9.	privacy (n.) (para. 5)	i)	delay or hinder the natural or desired course of something
_____	10.	restrict (v.) (para. 8)	j)	give certainty to a something which was previously not completely certain
_____	11.	interfere (v.) (para. 8)	k)	disturb someone's peace and privacy

B. Fill in the blanks with the words from part A. Do not forget to make the necessary changes. Use each item only ONCE.

Why do people use cell phones? The most frequently cited reason is convenience, which can cover a rather wide range of activities. Cell phone use ranges from remotely switching on the heat before returning home to (1)_____ dates through short text messaging services.

Although we do not all use our cell phones in the same way, cell phones are a technology with broad appeal. We (2)_____ see people taking their phones out and talking to their families, friends, colleagues. As it (3)_____ with our lives so much, it is easy to see how this invasion of personal (4)_____ has become one of the cell phone's major disadvantages. We are no longer overhearing, which implies accidentally

listening to a situation where two people are talking in presumed privacy. Now we are all simply hearing. The result is a world where social space is filled with anonymous, unavoidable background noise. Why do these cell phone conversations bother us more than listening to two strangers chatting about their evening plans? Perhaps, because cell phone talkers are not interacting with the world around them, or because they do not want to feel (5)_____ , they come to believe that the world around them isn't really there and surely shouldn't (6)_____ on their private conversation. It is a passive-aggressive (7)_____ of privacy but it is an extremely effective tactic. Such encounters can sometimes escalate into rude intransigence or even violence. In the past few years alone, men and women have been stabbed, pepper-sprayed in movie theaters, ejected from concert halls, and deliberately rammed with cars as a result of (8)_____ of bad behavior on their cell phones. In terms of the rules of social space, cell phone use is a form of communications panhandling—forcing our conversations on others without first gaining their tacit approval but not all societies are that (9)_____ to others' feelings. In societies that maintain more formality, such as Japan, loud public conversation is considered a sign of (10)_____ of proper etiquette and that's why Japanese people will often cover their mouths and hide their phones from view when speaking into them. Not surprisingly, Americans have turned to public education to encourage better behavior in cell phone users.

Cell phones provide us with a new, but not necessarily superior means of communicating with each other. They encourage talk, not conversation. They link us to those we know, but remove us from the strangers who surround us in public space. Our constant accessibility and frequent exchange of information is undeniably useful. But it would be a terrible irony if "being connected" required or encouraged a disconnection from community life—a(n) (11)_____ of the spontaneous encounters and everyday decencies that make society both civilized and tolerable.

Biology
Genetics

113 THE HUMAN GENOME PROJECT

1 The Human Genome Project (HGP) is one of the great accomplishments of exploration in history, an inward voyage of discovery rather than an outward exploration of the planet or the cosmos. It is an international research effort to sequence and map all of the genes, together known as the genome, of members of our species, *Homo sapiens*. Once this project has been completed, it will give us the chance for the first time to read nature's complete genetic blueprint for building a human being.

2 The HGP is the natural culmination of the history of genetics research. In 1911, Alfred Sturtevant, then an undergraduate researcher at Morgan Laboratory, realized that he could map the locations of the fruit fly genes, **whose mutations** the Morgan Laboratory was tracking over generations. Sturtevant's very first gene map can be compared to the Wright brothers' first flight. In turn, the Human Genome Project can be compared to the Apollo program bringing humanity to the moon.

3 As a part of the HGP, there are similar efforts to develop the genomes of various organisms commonly used in biomedical research, such as mice, fruit flies and roundworms. Such organisms are often referred to as "model organisms". They can help scientists to produce research models on how the human organism behaves.

4 The hereditary material of all multi-cellular organisms is the famous deoxyribonucleic acid, DNA, which contains all of our genes. DNA is made up of four chemical bases. **Their pairs** form the "*rungs*" of the twisted, ladder-shaped DNA molecules. All genes are made up of stretches of these four chemical bases, arranged in different ways and in different lengths.

5 HGP researchers are deciphering the human genome in three major ways: determining the order, or "sequence," of all the bases in our genome's DNA; making maps that show the locations of genes for major sections of all our chromosomes; and producing linkage maps, through which inherited traits can be linked with genetic diseases.

6 The International Human Genome Sequencing Consortium published the first draft of the human genome in the journal *Nature* in February 2001 with about 90 percent of the sequence of the genome's three billion base pairs completed. It has revealed that there are probably somewhere between 30,000 to 35,000 human genes. A startling finding of this first draft is that the number of human genes appears to be significantly fewer than previous estimates, which ranged from 50,000 genes to as many as 140,000.

7 Upon publication of the majority of the genome, Francis Collins, the director of National Human Genome Project Institute (NHGRI), noted that the genome could be thought of in terms of a book with multiple uses: "It's a history book —telling us about the journey of our species through time. It's a shop handbook, with an incredibly detailed blueprint for building every human cell. And it's a textbook of medicine that provides focused targets for the development of effective new therapies." The draft sequence has already had an impact on finding genes associated with disease. Over 30 genes have been pinpointed and associated with breast cancer, muscle disease, deafness, and blindness.

8 One of the greatest future applications of the sequence may be in enabling an entirely new approach to biological research. In the past, researchers studied one or a few genes at a time. With whole-genome sequences and new, high technologies, they can approach questions more systematically and on a very large scale. They can study all the genes in a genome, for example, or all the transcripts in a particular tissue or organ or tumor, or how tens of thousands of genes and proteins work together in interconnected networks to orchestrate the chemistry of life.

9 The HGP not only trains scientists who will be able to use the tools and resources it has created to perform research that will improve human health, but it also develops technologies for genomic analysis. HGP recognizes the great importance and seriousness of such an attempt, and therefore, assumes the analysis of the ethical, legal and social implications as their other mission.

A. What do the following refer to in the text?

1. whose mutations (para 2) : the mutations of _____
2. Their pairs (para 4) : The pairs of _____

B. Find words in the text which mean the following. Write only ONE word. Do not change the form of the word.

1. design, plan (n.) (para.1) : _____
2. the turning point or final point (n.) (para 2) : _____
3. located, identified (v.) (para 7) : _____
4. totally, completely (para 8) : _____
5. organize, arrange (v.) (para.8) : _____

C. Answer the following questions according to the information in the text.

1. What is the purpose of developing the genomes of model organisms?

_____

_____.

2. How do the findings of the first draft differ from what was estimated before the HGP began?

_____

_____.

D. Fill each gap with appropriate information from the text.

* HGP, one of the biggest discoveries in the history of genetics, is a study in which scientists aim to (1)_____.
* The writer refers to (2)_____ as the starting point of space program that took humanity to the moon. Likewise, he mentions (3)_____ as the first scientific attempt that laid the foundations for the HGP.
* The HGP will provide scientists with two kinds of maps: those showing (4)_____ and those which link (5)_____.
* According to Francis Collins, the director of NHGRI, the genome will: tell us how (6)_____ through time; make it possible for scientists to (7)_____ by providing them with a detailed blueprint; and enable doctors to (8)_____ _____ by providing focused targets for them.

* With the availability of complete genome sequences and new, high technologies, researchers will no longer have to study only (9)_____ Besides, they can deal with problems more (10a)_____ and (10b)_____ than before.

* Besides sequencing and mapping the human genome, HGP assumes other responsibilities such as developing (11)_____ _____ and analyzing the (12)_____ _____ that possessing this knowledge has brought along.

114 NOT IN THE GENES

1 The arrogant and proud confidence about molecular biology is an increasingly dominant trend among biomedical scientists. More and more geneticists are feeling this way. Popular science magazines and the general media have united in a chorus of admiration concerning the supposedly dramatic effects this is going to have on human health. But enthusiasts of genomics have corrupted scientific effort and destroyed real hope of progress.

2 From the 1930s to the 1960s, there were researchers working at every level of biomedical science – from sub-cellular biochemistry, to whole cells, to organs, to animals, to humans. This was a golden age, which was dominated by an air of cooperation and collective hard work. Public health specialists working at social, cultural, educational and economic levels were largely responsible for the control of malaria. Cell culture specialists working with clinicians solved polio. Microbiologists working with chemists and clinicians eliminated the threat posed by most infections. Clinicians and pharmacologists working with chemists produced the revolution in psychiatry, which enabled so many patients to leave hospitals.

3 Starting in the 1960s, however, molecular biologists and genomics specialists took control of biomedical science. Everything was to be understood completely at the molecular genomic level. Everything was to be reduced to the genome. Scientific journals came to be dominated by reductionists, who believed that specializing in fields was a must for scientists to carry out supposedly deeper studies. They were continuously talking about the complexity of whole-organ, whole-animal and especially whole-human studies, which were too complex and full of variety to be understood. Clinical and physiological studies lost out and progressively their research communities were destroyed. Now we have an almost wholly reductionist biomedical community, which repeatedly makes exaggerated claims about how it is going to revolutionize medical treatment and which repeatedly fails to achieve anything.

4 The first failure case is that of the sickle cell disease. The first genetic disease to be fully defined in molecular terms was sickle cell disease, the abnormality of the hemoglobin in human red blood cells, which causes devastation in African-origin communities. A single abnormality in a single protein causes the trouble. The abnormal protein was identified in the 1940s, the precise molecular defect was identified in the 1950s, and the three-dimensional structure of the protein was defined in the 1960s. Yet what has been the clinical impact of this wonderfully precise molecular knowledge? Precisely nothing. The clinical picture of the disease cannot yet be understood in terms of molecular biology.

5 Another case of debacle is the malaria genome project. This is indeed a brilliant technical achievement, but the claims that it will lead to a solution to malaria in five years are absurd. Malaria is enormously complex and the investigators who announced their discovery seemed to have no understanding of **that**. Brian Taylor, a malaria expert, pointed out that more than 65 mosquito species are involved in the spread of the disease. The molecular biologists did not even seem to be aware of **this**.

6 Those familiar with medical research funding know the disgraceful campaigns of the 70s and 80s by scientists hunting the genes for such diseases as cystic fibrosis. "Give us the money, we'll find the gene and then your problems will be solved," was the message. The money was found, the genes were found – and then came nothing but a shock over how complex the problem was. The idea that genomics is going to make a major contribution to human health in the near future is laughable. But the tragedy is that the whole-organism biologists and clinicians who might have helped to unveil the complexity have almost all gone, destroyed by the reductionists. If genomics is to deliver even a fraction of the promised benefits to human health, a cooperative research effort must be restored, and we must drastically reduce the proportion of the available funds devoted to molecular biology.

A. What do the following refer to?

1. that (para. 5) : the fact that _____

2. this (para. 5) : the fact that _____

B. Find words in the text that mean the following. Use ONE word only and do not change the form of the word.

1. supporters, fans (n.) (para. 1) : _____
2. failure, fiasco (n.) (para. 5) : _____
3. irrational, foolish (adj) (para. 5) : _____
4. shameful, not honorable (adj.) (para. 6) : _____

C. Answer the following questions.

1. What were the two characteristics of the golden age of biomedical science?

   a) _____

   b) _____.

2. According to the writer, what ended the golden age in the 1960s?

   _____

   _____.

3. What is the writer's purpose in referring to the cases of the sickle cell disease, the malaria genome project and of cystic fibrosis?

   _____

   _____.

4. According to the writer, whose contribution was necessary to solve the complex problems faced by reductionists as in the case of cystic fibrosis?

   _____

   _____.

D. Fill in the gaps with the information from the text.

* Today's biomedical scientists are increasingly turning to molecular biology. The major supporters of these overconfident geneticists are the writers working in (1)_____ who state that it will have great effects on human health.

* There was a lot of research in the area of biomedical science in the mid 1900s. For example, public health specialists worked to (2)_____ _____. Another disease which was eliminated during the same period was (3)_____.

* Reductionists claimed that (4)_____ could only be possible if scientists (5)_____ in their fields because of the (6) _____ and the variety whole-human studies had.

115 NOT NOW, DR MIRACLE

1 Severino Antinori, the man Italians call Dr Miracle, is a rich Italian doctor who owns a chain of private fertility clinics. He likes watching football and calls himself a Catholic. Yet the Vatican is no fan of his science. In his clinics, Antinori already offers all the possible in-vitro fertilization (IVF) treatments, but still there are couples he cannot help. So now, in order to create the babies which helpless couples so desperately want, he is offering to clone his patients.

2 **This** has created quite a disturbance, with other scientists attacking Antinori as religious leaders queue to express their criticisms about his cloning plan as an insult, an offense to human honor. Yet, it is an ambition Antinori has expressed many times before. The news is that finally Antinori's science seems to be building a head of steam. At a conference in Rome last week, like-minded scientists from the US claimed hundreds of couples have already volunteered for the experiments. Suddenly, the idea of cloning people is no longer the reserve of those on the scientific edge and those on the religious extremes. Well-known scientists seem to be entering the field. Antinori made fame seven years ago by helping "grandmothers" give birth using donor eggs. Later he pioneered the use of mice in order to incubate the sperm of men with poor fertility. He is clearly no ordinary scientist but a showman who makes a living on controversy and who pushes reproductive biology to the limits. And that, of course, is one reason why he can be dangerous. **The other**, paradoxically, is that his idea of using cloning to combat infertility is not as mad as it sounds. Many people cannot find a logical explanation for reproductive cloning. Why bother to clone when there are egg donors and sperm banks, not to mention adoption agencies which you can walk into empty handed and leave with a cute little baby of your choice? But this view is too simplistic. For some couples, cloning represents the only hope of having a child carrying their genes. Scientists like Antinori are probably right to say that much of our objection to cloning as a fertility treatment is irrational. In future, we may change our minds and allow it in special circumstances.

3 But we are likely to **do this** only when the science is ready. And that's the real problem. Six years on from Dolly, the science of cloning is still stuck in the dark ages. The basic recipe might sound simple: take an empty egg, fuse it with a cell from the animal you want to clone, then give it a jolt of electricity. But the failure rate is a heart-breaking 97%. So forget the complex moral arguments. To begin cloning people now, before even the most basic questions have been answered, is simply a reckless waste of time and energy. This is to say that if Antinori succeeds, it is likely to be at an unacceptably high price. Hundreds of eggs and embryos will be wasted and lots of women will go through difficult pregnancies resulting in miscarriages or abortions. In a few years' time, techniques will have improved and the wastage won't be as excessive. But right now, it seems that there is not much anyone can do to keep the cloners away from their laboratories. And it's not just Antinori and his team who want to go ahead with cloning. A religious sect called the Raelians believes cloning is the key to achieving immortality, and it, too, claims to have the necessary egg donors and volunteers willing to be implanted with cloned embryos.

4 Would stricter laws be of any help? Implanting cloned human embryos is already illegal in many countries, but it will never be outlawed everywhere. In any case, treating cloning as a criminal act is more likely to turn it into an underground activity than eliminate it. Secrecy is already a problem. Antinori and his team are refusing to name the Mediterranean country they'll be using as their base. And who knows where the Raelians will be manipulating their eggs and embryos. Like it or not, the research is going ahead. Sooner or later we are going to have to decide whether regulation is safer than prohibition.

5 Antinori would go for regulation, of course. He believes it is only a matter of time before we lose our obsessions about reproductive cloning and accept it as just another IVF technique. "Once the first baby is born and it cries," he said, "the world will embrace it." But the world will never embrace the first cloned baby if it is deformed or the only survivor of hundreds of pregnancies. Dr Miracle and his colleagues are taking a great risk. If their instincts are wrong, the backlash against cloning could be catastrophic.

A. What do the following refer to?

1. This (para. 2) : the fact that _____
2. The other (para. 2) : The other _____
3. do this (para. 3) : _____

B. Find words in the text that mean the following. Use ONE word only and do not change the form of the word.

1. join (v.) (para. 3) : _____
2. banned, prohibited (v.) (para. 4) : _____
3. negative reaction (n.) (para. 5) : _____

C. Answer the following questions.

1. What does the writer suggest by the title "Not Now, Dr Miracle"? Explain in not more than 2 sentences.

   _____

   _____.

2. Although there are alternative ways of having a child such as adoption why do some couples insist on cloning?

   _____

   _____.

3. According to Antinori, what is necessary to welcome reproductive cloning as just another IVF technique?

   _____

   _____.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) It can be inferred from the text that Vatican is against Antinori's experiments on cloning.
   b) Antinori became famous by making it possible for elderly women to have babies.
   c) US scientists who attended the conference in Rome severely criticized Antinori's work.
   d) Some famous scientists are becoming interested in the science of cloning.

2. According to the writer, _____.

   a) where cloning experiments are conducted should be kept as a secret
   b) it is just a waste of time and energy to try to find answers to the basic questions about human cloning
   c) banning cloning altogether is a more reasonable solution than setting rules for it
   d) Antinori can be dangerous as he pushes reproductive biology to the limits

3. Which of the following is **FALSE** about cloning?

   a) Until this technique improves, it will probably bring about the loss of many eggs and embryos.
   b) It is expected to cause difficult pregnancies leading to miscarriages or abortions.
   c) It will probably be popular among Raelians because they think it will enable them to reach immortality.
   d) It will be welcomed all over the world even if the first cloned baby is born with certain defects.

116 ICELAND'S BLOND AMBITION: A NORDIC COUNTRY SELLS ITS GENES

1 Iceland is famous for its volcanic deserts, smoking hot springs and glaciers, but not for its high-tech research. Yet, on February 2, 1998, the Swiss drug manufacturer Roche Holding of Basel announced it would pay $200 million for research over the next five years to a firm in Reykjavík called DeCode Genetics, which at the time had no products, no clients, and less than a year's operating experience.

2 What does Roche hope to get from DeCode? The answer can be found in the faces of Iceland's mostly blond, blue-eyed, extremely homogeneous population. Roche wants Iceland's genes. In the isolated, uncrowded country, biomedical researchers have found a rich, pure gene pool, almost unaffected by outside influences for hundreds of years. DeCode is offering itself up as the representative of those genes.

3 This partnership is just one of many attempts to profit from a revolution in human genome research. A field once dominated by academics has exploded in the past five years with industrialists from the fields of biotechnology and medicine. They all dream the same dream: They realize that it may soon become possible to understand the genetic processes that cause diseases and, as the genes reveal their secrets, to find ways of isolating and treating them. As Roche spokesman Roland Haefeli explains, his company thinks DeCode's research will help it make drugs.

4 As they pursue their research, companies want to patent the key gene sequences to protect their investments. Some critics say that the patenting of genes means robbing the public commons, or areas that belong to the country. In other words, it is an immoral attempt to turn life into someone's property. But DeCode seems to have made sure no one can say that they are taking advantage of the country. Roche's $200 million investment is a huge boost to Iceland's economy, and the country hopes it is just the beginning. How can anyone get angry about DeCode's patenting of Iceland's genetic history when the whole country appears to have welcomed it so readily?

5 The 270,000 people who live in Iceland, many of whom will contribute their genes to this project, are descended from a small number of original settlers, mostly Norsemen who came to the island around the 9th century. Since then, most Icelanders have been intermarrying, i.e., choosing their spouses from the same small group of Nordic families. In the early 1400s, the Black Death swept through the island, killing two of every three inhabitants. This natural disaster, combined with the isolation of the place, created an even narrower gene pool.

6 All this makes Icelanders an ideal subject for genetic studies. Researchers hope the homogeneity of the population will help identify the genes associated with a particular disease more quickly. Ethnically diverse populations, such as those in any US city, are difficult to study because they have so many genetic variations that it's difficult to discern which contribute to disease.

7 DeCode's president, Kari Stefansson, a neuro-geneticist and an Icelander himself, formed the idea for DeCode while teaching at Harvard Medical School. Any commercial drug or gene-based diagnostic test developed from the research, Stefansson says, will be provided free of charge to all Icelanders during the lifetime of the patent. These promises show us what Stefansson refers to as the company's "core asset." He notes: "Our relationship with the population is the most important thing we have."

8 The country's politicians and medical leaders have given DeCode their approval. So has the Health Ministry's Medical Ethics Committee. Iceland's prime minister, David Oddsson, considers the project extremely important, saying it will help his nation secure foreign investment.

9 Stefansson also has taken steps to reduce concerns about invasion of privacy. He promises that the identities of patients who consent to this research will not be known by the company. Icelanders' traditional trust in their leaders seems to have eliminated doubts.

(By Eliot Marshall)

A. Find words from the text that mean the following. Write only ONE word. Do not change the forms of the words.

1. continue with, carry on (v.) (para. 4) : _____
2. distinguish, identify (v.) (para. 6) : _____
3. accept, give permission (v.) (para. 9) : _____

B. Fill the gaps with the correct information from the text.

* The partnership between DeCode Genetics and Roche aims to (1)_____ the developments in the human genome project. Now, many (2)_____ _____ are trying to control the field for the very same reason. If they succeed in discovering the genetic processes causing diseases, it will be possible to (3)_____.
* However, some critics find patenting genes unethical because it is (4)_____; in other words, it is an effort to (5)_____.
* Not only Icelandic authorities but also leaders in medicine support DeCode's research as they see it as an important project which (6)_____ _____.

C. Answer the following questions according to the text.

1. What was surprising about Roche's choosing DeCode Genetics?

   _____

   _____.
2. Why is Roche interested in Iceland's gene pool rather than that of another country?

   _____

   _____.
3. Which sentence in paragraph 4 shows that the writer is, in a way, criticizing Iceland?

   _____

   _____.
4. Write down two factors that helped maintain Iceland's narrow gene pool.

   a) _____

   b) _____.

5. Why do scientists need a homogeneous gene pool?

_____

_____.

6. Apart from boosting their country's economy, what other benefit will Roche's research provide Icelanders with?

_____

_____.

7. What is **ONE** important concern regarding DeCode's research?

_____

_____.

117 THE KEY: WHEN LIFE BEGINS

1 Six years ago, I reacted to an essay on the ethics of cloning by asking why anyone would waste time pondering the moral ***implications*** of something that could never happen. So much for my gifts of prophecy! As anyone who has read a newspaper in the last week knows, Ian Wilmut, an embryologist in Scotland, has successfully cloned an adult sheep. Although Wilmut said it would be offensive to clone a human being, he indicated that the technology for replicating human life is within reach. If so, we have some serious thinking to do. We cannot afford to make scientific progress now and add critical and moral ***insight*** later.

2 On the one hand, the attempt to create human life seems the worst form of pride because it means attempting to play God. On the other hand, theologians should remind people that even the awesome ability to replicate humans would not actually turn us into gods. The belief that advances in scientific technology decrease the power of God as they proportionately increase human power itself represents vanity and self-deception. However successful we are at putting together the right biological material to replicate life, we do not, as God does, call life into being. If we ***proceed*** with research into cloning, we must **do so** with humility and the recognition that human cloning would not mean we have become our own creators.

3 However, the procedure provides another potential means for humans to act as our own destroyers. Although cloning does not involve fertilizing an egg, but rather ***transplanting*** the DNA from the cell(s) of one animal to another, once the newly fused DNA and egg have been implanted into a uterus, **this material** develops into a new life. Therefore, the same question that plagues ***debates*** over abortion and artificial means of reproduction would apply to human cloning: When does human life begin? Traditionally, it has been believed that *ensoulment* occurs at conception, so anytime a fertilized egg is lost, a human life is lost as well. While cloning sidesteps conception, one could ask whether ensoulment occurs at the moment the DNA is successfully transferred from one cell to the next. Even those who do not employ the language of ensoulment can acknowledge concern for whether a failed attempt at human cloning would only indicate the failure to combine genetic material—or the loss of an individual human life.

4 One cannot dismiss concern for the child brought into being through cloning, either. What kind of identity crisis would arise if one were a duplicate of one's father or mother or diseased sister (and knew that one was brought into being to be a duplicate)? We must weigh a couple's desire for a cloned child against the best interest of children. Until we have more information on the effect of existing artificial means of reproduction (such as artificial insemination with an anonymous donor) on the children and families they produce, surely we must prohibit the cloning of human beings. If we proceed with research in cloning, we must do so with extreme caution.

5 We must also ***acknowledge*** the human capacity to misuse resources and scientific accomplishments for evil purposes. Rather than burying our heads in the sand by calling for a ***suspension***, or delay on all such research (for fear that animal cloning will ***inevitably*** lead to human cloning), or leaving the scientific world to regulate itself, authorities such as religious bodies, philosophers, lawyers, scientists and politicians must help form a responsible path for this new technology before it proceeds further. We should, I believe, encourage science to proceed cautiously, openly and with a willingness to be regulated by authorities who ***seek*** not only to ***promote*** science or monetary gain, but to protect the public good.

(By Nancy J. Duff from *The Washington Post*; March 2, 1997)

A. What do the following refer to?

1. do so (para. 2) : _____
2. this material (para. 3) : _____

B. Fill in each gap using ONE word from the text to complete the definitions below. Paragraph numbers are indicated.

1. Making a/an _____ means saying what is going to happen in the future, predicting the future according to what you believe about a particular matter. (para. 1)
2. If something is_____, it causes feelings of great admiration, respect or fear. (para. 2)
3. If you _____ something, you carefully consider it by comparing facts or possibilities to decide or to form an opinion. (para. 4)

C. Fill in each gap below using the information in the text.

* Duff reacted to the essay she read 6 years ago because she thought that (1)_____, so it was waste of time to think about its moral implications.
* Duff believes that if human cloning is possible, we must critically think about its implications on morality before we (2)_____.
* Some people believe that scientific and technological progress will (3)_____ _____ and (4)_____ _____. This is vanity and self-deception, says Duff. She doesn't think that putting together the right biological material to replicate life means (5)_____.
* If ensoulment occurs at the time of conception, any failure at the process of cloning a human being might mean (6)_____.
* Duff points out the problem of (7)_____ that a cloned child might have. She says human cloning shouldn't be allowed until we learn more about (8)_____ _____.
* Science and the world's resources are sometimes misused or used for (9)_____ _____. In order to avoid this, Duff suggests that authorities should seek to create a responsible path for this new technology. That is, they should (10)_____ as well as (11)_____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with their definitions. Put the letters on the lines provided.

_____	1.	implication (n.) (para. 1)	a)	an interruption of something for a period of time
_____	2.	insight (n.) (para. 1)	b)	attempt or try
_____	3.	proceed (v.) (para. 2)	c)	argument or prolonged discussion
_____	4.	transplant (v.) (para. 3)	d)	a likely consequence
_____	5.	debate (n.) (para. 3)	e)	impossible to avoid or to prevent from happening
_____	6.	acknowledge (v.) (para. 5)	f)	encourage the growth and development of something
_____	7.	suspension (n.) (para. 5)	g)	clear understanding of a situation, or subject
_____	8.	inevitably (adv.) (para. 5)	h)	transfer an organ or tissue from one body to another
_____	9.	seek (v.) (para. 5)	i)	admit or accept that something exists or is true
_____	10.	promote (v.) (para. 5)	j)	continue with a course of action

B. Fill in the blanks with the words from part A. Do not forget to make the necessary changes. Use each item only ONCE.

The successful cloning of an adult sheep is one of the most dramatic examples of a scientific discovery. It has become a public issue because it has (1)_____ created fears about the prospect of cloning a human being. It seems clear that some of these fears are based on false beliefs about genetic influence and the nature of the individuals that would be produced through cloning. However, if there is really something deeply objectionable about cloning, it is more likely to be found by examining the (2)_____ of the cloning process itself. Human cloning falls conceptually between two technologies. At one end there are assisted reproductive technologies, which (3)_____ to enable couples to produce a child with whom they have a biological connection; at the other, genetic engineering technologies whose primary purpose is to produce a child that has certain traits by (4)_____ genes. For an objective evaluation, it is necessary to gain (5)_____ into the process by comparing it with other technologies. Some assisted reproductive technologies have raised questions about lineage and identity. An anonymous sperm donor is thought to have no parental obligations towards his biological child. A surrogate mother may be required to give up all parental claims to the child she bears. In these cases, the social and legal determination of "who is the parent" may appear to (6)_____ in defiance of profound biological facts. Thus, while the aim of assisted reproductive technologies is to allow people to produce or raise a child to whom they are biologically connected, such technologies may also involve

the creation of social ties that are permitted to override biological ones. In the case of cloning, however, ambiguous lineages would seem to be less problematic, precisely because no one is being asked to relinquish a claim on a child to whom he or she might otherwise (7)_____ a biological connection.

Similarly, when cloning is compared with genetic engineering, again cloning may prove to be the less troubling of the two technologies. This is true despite the fears that the development of genetic enhancement technologies might "(8)_____ cloning and create a market in preferred physical traits." Therefore, the opponents even demand the (9)_____ of the applications of genetic engineering technologies. It would appear that (10)_____ cannot be resolved simply by making comparisons with other technologies.

118 BAN CLONING OR NOT?

The modern world is faced with *challenges* in keeping up with global ethical issues as it is not yet ready to rethink and reevaluate some of its traditional attitudes.

1 After approving limited federal funding for research into stem cells already ***extracted*** from human embryos, George W Bush will soon have to make what is arguably the most fateful decision ever to face an American president on an issue which has **far-reaching**, moral, ethical, and practical implications for the entire human race: cloning.

2 At the end of July 2001, the US House of Representatives voted by a wide margin (265 to 162) to ban any type of human cloning, not only for reproduction but also for medical research. In the first week of August, an international meeting of embryologists was organized in Washington, where participants voted nearly unanimously against cloning, with the exception of three scientists led by Professor Severino Antinori of the University of Rome, who was bold enough to accuse his colleagues of standing against ***progress***. He noted that we are on the eve of a dramatic scientific **breakthrough**, and that cloning humans will soon become technically possible.

3 The debate on this highly ***controversial*** issue now centers on two alternative courses of action: either to impose a total ban on human cloning or to allow cloning only for purposes of replacing damaged human tissues in life-threatening situations. The second course would accept therapeutic cloning provided that it does not become generalized as a means for human reproduction in general. However, scientists fear that this red line will be crossed: experiments will not be limited to therapeutic cloning only but will extend to procreational cloning, raising the nightmare specter of an artificial human species existing side by side with the natural human species that has ***evolved*** from human reproduction over the ages.

4 Bush is under enormous pressure from every direction. There is first the pressure of the conservative **milieu** to which his Republican Party belongs. He is also facing pressure from the Vatican, which has intervened **resolutely** to try to convince him not to allow human cloning whatever the reason. Bush faces ethical, religious, and social pressures that he cannot ignore. On the other hand, not all conservative forces are opposed to all types of cloning, especially when no other remedy than therapeutic cloning is available.

5 The US administration's passive line has left the field open to Britain, which has become a leader in the field of embryology and has gained a considerable head start on America. Bush will find it increasingly difficult to stick to his conservative line in the face of pressure from the American scientific community, whose members will eventually realize that they have no choice but to enter the race. In other words, preventing human cloning will not be easy, as Professor Antinori pointed out in his address to his fellow scientists.

6 Professor Antinori displayed great courage when he faced scientists in the field of embryology with the real problems at stake —problems that will not go away if we ignore them. They will ***impose*** themselves again and again, not only in the field of embryology but also in other fields, as science goes on progressing and opening new vistas. That is why the fundamental questions must be addressed in absolute transparency, now that we have reached a threshold where such questions are raised in what appears to be a very different context.

7 If Professor Antinori displayed great courage when he forced his peers to face up to reality, **so did** Dr. Nawal El-Saadawi when she engaged in the time-honored Islamic tradition of independent interpretation of sacred texts to challenge traditional readings of those texts and call for a more enlightened approach. Fortunately, she was acquitted of the ridiculous charge of blasphemy* by the judicial system, which recognized her endeavor for what it really is: a realistic, though daring, ***interpretation*** of the Islamic legacy, and an attempt to place it in a contemporary context.

8 The challenge of moving with the times without betraying our beliefs is not an easy one; but a ***rigid*** obedience to traditional attitudes places us in ***contradiction*** with rising global trends. A case in point is the trial of the Queen Boat homosexuals, which has been ***condemned*** by international human-rights organizations as well as by a number of US congressmen, who are demanding that US economic assistance to Egypt be made conditional on ending the trial. This might seem outrageous in Egypt, but not necessarily **so** in a very different cultural and scientific context where homosexuality is looked upon not as an abnormality but as a preference. Our attitude towards this issue is shaped by values inherited from human history and the need to ensure the reproduction of the species, as well as by moral considerations closely related to the teachings of all monotheistic religions. In liberal societies today, these **constraints** are no longer as imperative as they once were.

** blasphemy: remark or action believed to be offensive to God*

(from an article in *AL-AHRAM*)

A. What does the following refer to?

1. so did (para. 7) : _____
2. so (para. 8) : _____

B. The following words are boldfaced in the text. Match them with their definitions. Put the letters on the lines provided. There are more definitions than you need.

_____ 1. far-reaching (adj.) (para. 1)	a) restriction, limitation
_____ 2. breakthrough (n.) (para. 2)	b) reluctantly, unwillingly
_____ 3. milieu (n.) (para. 4)	c) great, extensive
_____ 4. resolutely (adv.) (para. 4)	d) circles, groups
_____ 5. constraint (n.) (para. 8)	e) innovation, invention
	f) determinedly, decisively
	g) slow, gradual

C. Answer the following questions.

1. In para. 3, what does the writer mean by 'this red line will be crossed'?

   _____

   _____.

2. In what cases would some conservative groups approve of therapeutic cloning?

   _____

   _____.

3. According to the writer, why will the American scientific community force Bush to allow cloning?

   _____

   _____.

4. What is the writer's purpose in referring to the trial of the Queen Boat homosexuals in paragraph 8?

   _____

   _____.

D. Fill the gaps with information from the text.

* At the international meeting of embryologists in August 2001, Severino Antinori, who (1)_____ against cloning, blamed his colleagues for (2)_____.

* The debate on cloning focuses on two possible ways of dealing with this controversial issue: human cloning should either (3)_____ or (4)_____.

* According to Professor Antinori, the concerns arising from the problems in the field of embryology must be dealt with (5)_____ _____ because these problems (6)_____ _____ in fields other than embryology.

* The judicial system finally decided that Dr. Nawai El- Saadawi, who had been charged with blasphemy, was not guilty, and that her independent interpretation of sacred texts is not only (7)_____ but also (8)_____.

VOCABULARY PRACTICE:

The following words are italicized in the text. Fill in the blanks with the words from the list below. Do not change their form and use each only ONCE.

challenges	**contradiction**	**controversial**	**impose**
condemned		**rigid**	
extract	**evolve**	**progress**	**interpretation**

* Today, the topic of cloning is more (1)_____ than it was before. A major factor in the (2)_____ between the opposing viewpoints on the subject is a fear of new technology. Throughout history, man has always been slow to adapt to a new technology, or a new way of doing things. Nuclear power is a prime example of an advanced technology essentially abandoned out of fear. There are very few nuclear power plants left in operation, and there are no new plants being built. Dozens of countries (3)_____ all nuclear testing. This is mainly due to fear of an accident, or to the long lasting effects of this technology. However, cloning is not just a part of technological (4)_____ that mankind has made. It gives us the potential to change the very essence of our being; what we will be can be decided before we are even born. From the end of hunger worldwide to the lengthening of the human life-span by decades, there are great benefits to cloning. Having a (5)_____ attitude towards cloning and banning it simply out of fear may prevent us from realizing its remarkable potential.

* Cloning is not just the photocopying of a living breathing human being. The technology to clone a human being exists, but scientists have not moved into that area of cloning yet. What they only want to do is to clone human embryos to (6)_____ embryonic stem cells to find cures for many diseases. Despite their good intentions, some people still believe that it is not ethical to clone a human being because cloning technologies interfere with nature. According to their (7)_____ , scientists would be playing God, and this should not happen. They argue that nature provides a way where each new generation can (8)_____ to hopefully be better suited to a changing world. However, cloned people will just be copies of us, not better than us. Although many religious beliefs fuel these oppositions, research does continue in many countries. Obviously, they do not care much about the "dangers" cloning may (9)_____. On the contrary, they seem determined to deal with the "(10)_____" it may present.

119 CLONING THE NEW BABES

1 Dolly was once an awfully lonely sheep. When the famously cloned animal made headlines in 1997, she was the only mammal ever to be manufactured from the cell of an adult donor. Since then, the clone population has swelled, with mice and cattle also toddling out of the labs. Cloning technology took another step forward when an international biotechnology company announced that it had created five genetically identical piglets, and that it had a pretty good idea of how they could one day be used: as organ donors for ailing humans.



VIRGINIA HAM: Those five piglets have exact look-alike genes

2 The idea of turning pigs into tissue factories and using them as donors has been around for more than 30 years. Pigs breed easily and mature quickly, and their organs are roughly the same size as those of humans, meaning operations can be performed with relative simplicity. The problem is that once the organ is stitched in place, the body rebels, rejecting it even more violently than it would a human graft i.e., a piece of tissue or bone. "A pig heart transplanted into a person would turn black within minutes," says David Ayares, a research director with PPL Therapeutics, the biotech firm based in Scotland, New Zealand, and Virginia that helped clone Dolly and also produced the five piglets.

3 What causes pig organs to be rejected so quickly is a sugar molecule on the surface of pig cells that identifies the tissue as unmistakably nonhuman. When the immune system spots this marker, it begins to muster its defenses. PPL scientists recently succeeded in finding the gene responsible for the sugar and knocking it out of the nucleus of a pig cell. Their next step was to extract that nucleus, insert it into a hollowed-out pig ovum, and insert the ovum into the womb of a host sow. The sugar-free piglet that was eventually born could then be cloned over and over as a source of safe transplant organs. "The idea is to arrive at the ideal animal and repeatedly copy it exactly as **it** is," says Dr. Mark Hardy, director of organ transplantation at New York Presbyterian Hospital.

4 The cloned piglets PPL introduced to the world were created in just this way, although for this first experiment in pig replication, the scientists left the sugar genes intact, without removing or damaging them. "We wanted to work with such cells to make sure our cloning technique would indeed work," says Ayares. Now that they've proved it does, the scientists plan to raise the bar and try the same procedure with modified genes.

5 Despite this recent success, PPL is not likely to be setting up its organ shop anytime soon. Knocking out the key sugar gene solves only the problem of short-term rejection. Long-term rejection, caused by blood coagulating (changing from liquid to solid state) around the new organ, requires that researchers re-engineer an entirely different set of genes that code for anticoagulants. However, even this won't be a perfect solution, and recipients of pig organs will probably still have to take the same rainbow of anti-rejection drugs **that** recipients of human organs must now endure.

A. What do the following refer to?

1. it (para. 3) : _____
2. that (para. 5) : _____

B. Find the words that mean the following. Write ONE word only. Do not change the form of the word.

1. increased (v.) (para. 1) : _____
2. ill (adj.) (para. 1) : _____
3. gather (v.) (para. 3) : _____
4. female pig (n.) (para. 3) : _____

C. Answer the following questions.

1. Why do pigs make good organ donors for humans?

   _____

   _____.

2. Why does the sugar molecule cause pig organs to be rejected?

   _____

   _____.

3. What should be done before removing the nucleus from the cell to prevent organ rejection?

   _____

   _____.

4. What should be done to prevent long-term rejection?

   _____

   _____.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) Using pigs as organ donors is not a new idea.
   b) The human body shows as much reaction to a pig organ as it does to a human organ.
   c) The scientists are now ready to produce a sugar-free piglet.
   d) The five genetically identical piglets were produced at PPL.

2. The researchers at PPL _____.

   a) had to take sugar genes away before creating the piglets
   b) will probably establish an organ factory soon
   c) are not planning to make any modifications on genes
   d) did not modify the genes in their first experiment

120 GENETICALLY ALTERED FOOD: BUYER BEWARE

1 There's a war on in Europe, and most Americans have hardly heard about it. It concerns the safety of something very basic to human life: our food. Mention genetically altered foods to most American consumers, and you will get a blank stare. Why are Americans so uninformed while European consumers are fully aware of what is going on and ***reactive***? Why are European governments taking swift action against the uncontrolled introduction of genetically modified foods? In Europe, shiploads of these products have been stopped at borders by customs officials. Supermarket chains and food producers have promised consumers that they will label these foods in a conspicuous manner. In fact, the parliaments in several European countries are enacting strict labeling requirements.

2 What is at the core of the fear about these new foods? And should this fear prevent work which some people claim will increase agricultural efficiency and reduce world hunger? Scientific journals and leading scientists have joined in the crowded group which believes that it is necessary to ***urge*** definitive research into the possible risks of genetically altered food before mass use by humans.

3 Foods ***modified*** through genetic engineering often contain proteins and other components that have never before been part of the human diet: proteins from bacteria and viruses and, in the future, proteins from insects, scorpions, and people. There is no way to predict whether those foods are safe to eat. The only way to tell is to test them strictly. Yet, the American government does not require such testing.

4 The risks are not hypothetical. Any unbiased scientist familiar with the technology will admit that genetic engineering can give rise to unexpected allergens and toxins. Already we have seen this scenario in action. In 1989, a dietary ***supplement***, L-tryptophan, caused 37 US deaths and 1,511 nonfatal cases of a disease called eosinophilia-myalgia syndrome (EMS). The Center for Disease Control linked these cases to tryptophan ***manufactured*** using genetically engineered bacteria. A study published in *Science* in 1990 confirmed that the tryptophan was contaminated with a toxic "novel amino acid" not present in tryptophan produced by other methods.

5 How could this problem have been prevented? Routine food-safety tests could not have done this job. They can only ***detect*** the presence of toxins or allergens known to be present in common foods such as shellfish and peanuts. **Such tests** on the genetically altered tryptophan would not have yielded any results. Only biological and clinical tests on humans would have revealed the truth. Unfortunately, **these** were not done. Moreover, they are still not required for other genetically engineered foods. ***Advocates*** of genetically modified food maintain that the risk from any given genetically engineered food is small and argue, therefore, that it is unnecessary to carry out stringent safety testing. This view is not scientifically responsible. Thousands of these food products will be brought to market over the next several years. When we do the math, the small risk that any given product will produce unanticipated effects translates into virtual certainty of harm when many new genetically engineered foods have become part of the diet of large populations over extended periods of time.

6 What is the solution, then, to the problem of the ***consumption*** of genetically modified food? On one hand, we cannot exclude these products from the market since billions of dollars have been invested in developing them. On the other hand, consumer safety must be protected. There are things that can be done in order to address both issues. First of all, safety testing must be made stricter. The only scientifically valid approach is to feed these foods to human ***volunteers*** and see how they respond. Such testing is required by the Food and Drug Administration (FDA) before new foods or additives produced by other methods can be marketed. Why should genetically altered foods be an exception? Also, all genetically engineered foods must be labeled as such. Safety testing can never give us a guarantee with 100% certainty. For example, tests extending over three years may fail to detect harmful

effects that require five years to ***emerge***. Mandatory ***labeling*** gives the consumer choice of whether to accept that risk. Health officials can also discover the source of any problems if the products are labeled. Finally, the public must be properly informed about the benefits and risks. Informed choice by consumers will protect the integrity of the biotechnology and food industries, and ***maintain*** confidence in the American food ***supply***.

(by *JOHN FAGAN)*

A. What do the following refer to in the text?

1. Such tests (para. 5) : _____
2. these (para. 5) : _____

B. Find words in the text which mean the following. Write ONE word only. Do not change the form of the word.

1. fast, quick (adj.) (para. 1) : _____
2. eye-catching, noticeable (adj.) (para. 1) : _____
3. strict (adj.) (para. 5) : _____
4. identify, spot (v.) (para. 6) : _____
5. compulsory, obligatory (adj.) (para. 6) : _____

C. Answer the following questions.

1. Write **ONE** example the writer mentions to illustrate the action European governments have taken against genetically altered food.

   _____

   _____.

2. What is the opinion of scientists and scientific journals regarding the consumption of genetically modified food?

   _____

   _____.

3. Which claim does the writer support by mentioning the death and disease cases related to L-tryptophan in para. 4?

   _____

   _____.

4. Why is the writer worried about these foods' small risk of producing unanticipated effects?

   _____

   _____.

5. What two issues should be addressed while solving the problem of the consumption of genetically modified foods?

   a) _____

   b) _____.

D. Fill in the gaps using the information in the text.

* Some people support genetic modification on foods, stating that these foods will (1)_____ and (2)_____. However, the writer is especially concerned about their contents as they include (3)_____ _____.

* The writer suggests several solutions to the problem of genetically modified food consumption. To begin with, (4)_____. Secondly, these foods must be labeled. This will enable health officials to (5)_____. The last solution is to (6)_____ of genetically modified foods as this will (7)_____ and (8)_____.

VOCABULARY PRACTICE :

A. The following are the definitions of the italicized words in the text. Write the correct words in the blanks next to the definitions.

1. (n.) somebody who supports or speaks in favor of something: _____
2. (n.) the act of eating or drinking something: _____
3. (n.) the act of fixing a piece of paper or other material that gives information about something: _____
4. (n.) something added to something else to improve it or complete it: _____
5. (n.) amount or quantity of something available for use: _____
6. (n.) a person helping other people willingly: _____
7. (v.) notice or discover the existence of something: _____
8. (v.) arise, appear, or occur: _____
9. (v.) keep a situation in existence: _____
10. (v.) produce something industrially: _____
11. (v.) make a minor, or slight change or alteration to something: _____
12. (v.) strongly advise or try to persuade someone to do a particular thing: _____
13. (adj.) acting in response to a situation rather than creating or controlling it: _____

B. Fill in the blanks with the correct forms of the words from section A. Use each word only ONCE.

During the last five years, several multinational chemical and drug companies have (1)_____ our food in an alarming way. Genes from bacteria, viruses, foreign plants and animals have been inserted into food (2)_____ such as corn, soybeans, potatoes, tomatoes, squash, and papayas. The genes inserted into these grains cause the plant to create new, foreign proteins, never before seen in nature. Unfortunately, the companies have never used any long-term animal or human testing to (3)_____ these new proteins causing allergies or other adverse effects. Instead, they have (4)_____ FDA officials to declare them to be "substantially equivalent" to non-altered plants, even though, behind the scenes, FDA scientists disagreed. These companies have persuaded FDA officials to allow these plants to be grown, mixed with non-altered plants, and sold without any (5)_____, even though they have been shown to be harmful to the environment and have not undergone even a single human health safety test. In the rush to commercialize and profit from these "inventions," they have promoted the (6)_____ of these products. Since the sales of these products increased, allergy research doctors in England have seen a dramatic rise in allergies to soybeans, and suspect that the allergies have (7)_____ as a reaction to a new foreign protein. To prove this, they have fed human (8)_____ genetically altered soybeans and the transformed soybeans have triggered an allergic reaction in some consumers. European researchers have also found that a genetically altered food (9)_____ called L-tryptophan produces toxic contaminants which may kill or disable people. Despite these dangers, unfortunately 90% of the processed foods in the supermarkets are thought to be (10)_____ with genetically engineered ingredients.

Right now the only way to (11)_____ safety is to seek out products that use only certified organic ingredients and avoid eating products that have unknown origins, such as corn cereals, corn chips, and tofu (soybean curd) especially in restaurants. There are many food (12)_____ all over the world who are trying to stop the farming, production, and use of genetically-altered food. You can join or form a community group to oppose this dangerous technology. The Internet is full of websites with a wealth of detailed information about the people around the world who are trying to stop it. They give information about the many problems with genetic alteration, the dangers of this technology and the (13)_____ movement against it.

121 BRAIN GENE 'CLUE TO AGEING'

1 A gene in the brain which is linked to Alzheimer's Disease may be responsible for some people ageing more rapidly than others. Researchers found an association between nerve cell changes associated with ageing and the presence of a variation of the apolipoprotein gene, known as apolipoprotein E4 (APOE4). This gene is carried by 25% of the population and has been linked to an increased risk of Alzheimer's disease, cardiovascular disease, and memory loss after head injury or bypass surgery. Scientists tried to discover why some elderly adults ***retain*** strong mental capacity well into their 90s while others fall into ***progressive*** decline or dementia.

2 Those who carried the APOE4 gene aged faster than those without the gene, experts at North Carolina's Duke University Medical Center found. Lead study researcher Dr. Murali Doraiswamy, a psychiatrist at Duke University, said: "The frontal lobe is the site where the earliest and most consistent effects of ageing occur in the brain. ***Virtually*** every mental symptom of normal ageing results from the decline in frontal lobe functions. When we examined **this vital area** by following a particular genetic marker, we found a single gene variation that can result in ***significant*** nerve cell changes associated with ageing. Of the people we studied, those who carried the APOE4 gene experienced a quicker loss of nerve cell functioning."

3 The research team is presenting its findings at the 15th annual meeting of the American Association for Geriatric Psychiatry in Orlando, Florida. Dr. Doraiswamy's team used magnetic resonance imaging to ***detect*** nerve cell changes in people with different genetic patterns. They measured levels of N-acetylsparate (NAA), a brain cell known to be closely ***associated*** with nerve cells and thus with mental functions.

4 The study looked at the level of NAA in the brains of 165 healthy men and women, aged between 55 and 85. **They** were divided into two groups, based on whether they were carriers of the APOE4 gene or not. Both groups were given a series of memory tests to obtain their NAA levels. After two years, a subset of the participants was given more memory tests and studied again. The team found that those with lower NAA levels at the beginning of the study had greater loss of short-term memory and naming abilities after two years. Dr. Doraiswamy said: "We found that NAA levels declined mildly with increasing age for all participants in the study. But when the study was broken down by genetic makeup, the average loss of NAA across the age span was nearly three-fold higher in people with the APOE4 gene than in those who were not carriers of this gene."

5 The researchers concluded that the brains of those who carry the APOE4 gene show greater ***deterioration*** than those who do not. The charity organization *Research Into Ageing* believes that this is another development along the road to understanding the ageing process. A spokeswoman said: "It's good to know about this progress. Now, maybe we can understand what's going on in our brains and bodies as we get older. **This** would be great because we may be able to ***tackle*** the things in life that make older life miserable. One has to be able to understand the mechanisms in order to develop a ***treatment***."

A. What do the following refer to?

1. this vital area (para. 2) : _____
2. They (para. 4) : _____
3. This (para. 5) : _____

B. Fill in the blanks using the information in the text.

* Scientists have discovered that a quarter of the population carrying (1)_____ is threatened by such diseases as (2)_____ _____ when they experience a (3a)_____ _____ or a (3b)_____.
* The researchers at North Carolina's Duke University Medical Center found that people with the APOE4 gene (4)_____ and they also had (5)_____ than those who lacked the APOE4 gene.
* The research team measured levels of NAA, since NAA is closely linked to (6a)_____ and affects (6b)_____.
* The study of the level of NAA has shown that the ones with lower NAA levels at the beginning of the study lost more of their (7a)_____ _____ and (7b)_____ after a period of two years.

VOCABULARY PRACTICE:

A. Look up the following words in your dictionary and write the meanings used in the text.

Word	Meaning
retain (v.) (para. 1)	
progressive (adj.) (para. 1)	
virtually (adv.) (para. 2)	
significant (adj.) (para. 2)	
detect (v.) (para. 3)	
associate (v.) (para. 3)	
deterioration (n.) (para. 5)	
tackle (v.) (para. 5)	
treatment (n.) (para. 5)	

B. Fill in the blanks with the correct forms of the words from the box. Use each word only ONCE.

* Autism begins in early childhood and impairs thinking, feeling, language and the ability to relate to others. Scientists funded by the National Institute of Mental Health have (1)_____ a gene that influences human brain development and may be (2)_____ with autism susceptibility. They pinpointed the candidate gene, WNT2, in a region of chromosome 7 suggested by several studies over the past few years. They state that as a result of rare mutations in WNT2, there may be a (3)_____ increase in the susceptibility to autism. The WNT2 gene attracted the investigators' attention because of its suspect location on chromosome 7. (4)_____ all mice bred without genes essential to the functioning of WNT genes show (5)_____ failure in social interaction; this gradual failure is similar to that of people with autism. The researchers also produced evidence for the existence of a more common WNT2 variant that may be involved in more cases of autism. This variant was found to have links with the language (6)_____ in autistic children.

* A recent Reuters report has caused fascination for those interested in the frontiers of the brain and intelligence. Scientists at Princeton University, led by neurobiologist Joe Tsien, claim that they have created a strain of smarter mice by inserting a gene into their brains. They also believe the technique can be used to achieve learning, enhance memory and intelligence in humans. The mice were given extra copies of gene "NR2B" showed signs of learning more quickly and (7)_____ the information for much longer than normal. All of this leads scientists to hope that the process can not only keep the brain active longer, but may also help (8)_____ diseases like Alzheimer's disease. They also hope that the gene can be used in the (9)_____ of learning disorders as well.

122 ANIMAL BEHAVIOR

1 Animal behavior develops as a result of the interaction between genetic and environmental influences. Some behaviors are ***predominantly*** genetic rather than learned, while **the opposite** is true of some other behaviors. On the one hand, there are the so-called instinctive, or innate, behaviors, which are genetically programmed and usually not influenced by experience or learning. They are part of a constellation of skills which are essential for life and survival. The sucking behavior of babies is one of several innate behaviors which they are born with. On the other hand, we have behaviors which are almost entirely dependent on learning, such as lacing our shoes.

2 There is a whole spectrum of different mixtures of ***innate*** behaviors (those inherited via genetic information) and learned behaviors. In fact, many learned behavioral patterns are dependent on innate mechanisms. A kitten, for example, has the brain mechanisms for hunting rats, but it must learn how to use them from its mother cat. The same thing happens with some song birds: they must hear their colleagues singing; otherwise, their singing patterns will come out garbled and unrecognizable for the birds of the same ***species***. An amazing example of genetic and environmental influences on animal behavior is imprinting. It is a ***phenomenon*** exhibited by several species when young, mainly by birds such as ducklings and chicks. Upon coming out of their eggs, they will follow and become socially bonded to the first moving object they ***encounter***, which is usually the mother duck or hen. The first scientific studies of **this phenomenon** were carried out by Austrian naturalist Konrad Lorenz, one of the founders of ethology, the study of animal behavior.

3 Lorenz discovered that if greylag geese were reared by him from hatching, they would treat him like a parental bird. The young geese followed Lorenz about and they became socially bonded to him. He first called the phenomenon "aufdrückend" in German, which has been translated to English as imprinting. The reason for the name is that Lorenz thought that the sensory object met by the newborn bird is somehow stamped immediately and irreversibly onto its nervous system. In other experiments, he ***demonstrated*** that ducklings could be imprinted not only to human beings, but also to inanimate objects such as a white ball. He also discovered that there is a very critical period after hatching that will prove effective for imprinting to take place. Since repeated ***exposure*** to an environmental stimulus is necessary, we could consider imprinting a kind of learning with a very strong innate element.

4 Some of the characteristics of imprinting could be explained by the ***tendency*** that the baby bird has to search for and respond selectively to particular stimulus patterns, such as the profile of an adult bird. Before imprinting takes place, the brain of the young bird has a capacity to recognize the types of stimuli which will ***subsequently*** be associatively learned and this is one of the innate components of imprinting. The brain also commands a number of programmed motor actions that ***facilitate*** the learning process and maintain closeness to the object of its ***attachment***. This is another innate, or species-specific, component.

5 Learning, therefore, takes place in a genetically determined structure and at biologically optimum times in the duckling's life cycle. The whole phenomenon has appeared undoubtedly as a result of natural selection, with the function of providing recognition of kin, for purposes of social bonding and reproduction. Its instinctive characteristics are clear from the fact that, once it is imprinted upon the baby animal, it remains for life, even if the baby has a totally unnatural object such as a red balloon or a card box as its mother.

A. What does the following refer to?

1. the opposite (para. 1) : the fact that _____
2. this phenomenon (para. 2) : _____

B. Find the words in the text that mean the following. Write only ONE word and do not change the form of the word.

1. group, collection (n.) (para 1) : _____
2. connected (adj.) (para. 2) : _____
3. non-living (adj.) (para. 3) : _____
4. the best possible (adj.) (para. 5) : _____

C. Answer the following questions.

1. Why does the writer give a kitten and some song birds as examples?

_____

_____.

2. What characteristic of imprinting led Lorenz to his choice of term?

_____

_____.

3. What makes imprinting a mixture of innate and learned behavior?

_____

_____.

4. Write **ONE** of the innate mechanisms that play a role in imprinting.

_____

_____.

5. Why is imprinting an important phenomenon within the concept of natural selection?

_____

_____.

VOCABULARY PRACTICE:

Complete the following passage with the italicized words from the text. The synonyms provided underneath the blanks will help you to spot the words.

It is well known that under certain conditions, newly hatched goslings and ducklings will follow and become socially bonded to the first moving object they (1)_____. In his classic studies, Konrad Lorenz
(meet, come across)

(2)_____ that the bond seemed to be formed immediately, that it
(showed)

seemed to be instinctive and that it seemed to only develop during a brief "critical period" in the first day or so after hatching. Lorenz employed the term "imprinting" to describe the process by which the social bond was formed. In doing so, he implied that a gosling or duckling's (3)_____ to a moving object is because the image of the object is
(bond)

somehow stamped irreversibly on the nervous system when they first meet. For many years this was the (4)_____ accepted conception of the process. However, in
(mainly)

the course of more recent research, it has come to be realized that the traditional view of imprinting is incorrect. The newer research makes it clear that imprinting is neither rapid nor (5)_____; as was claimed by Lorenz and his colleagues. Nor for that
(inherent, inborn)

matter is imprinting a specialized (6)_____ limited to a brief critical
(occurrence)

period early in a young bird's life, as was also claimed by the early investigators. Instead the latest findings lead to the unexpected conclusion that imprinting occurs in many (7)_____ including man and that it entails much more plastic and
(groups of living organisms)

forgiving mechanisms than were claimed by Lorenz. Perhaps more importantly, that work also provides compelling evidence that the (8)_____ to develop a social
(inclination)

bond entails an addictive process that is mediated by the release of endorphins, the brain's own form of morphine. We now understand that imprinting works as follows: To be an appropriate target for social bonding an object (it could, of course, be a person or an animal) has to provide stimulation that is pleasurable and in this sense, comforting. This will happen when some aspect of the object (for example, its shape or its texture or its motion) has the capacity to innately stimulate the production of endorphins. When a young duckling or gosling or human baby meets such an object, it is immediately comforted and if the (9)_____ is
(contact, experience)

extensive, the initially neutral features of the object gradually acquire the capacity to stimulate the production of endorphins. Obviously, learning process is (10)_____
(made easy)

by the features of the object that cause the release of endorphins. These features will (11)_____ make the object a potential target for social bonding. Once
(then, later)

this learning has occurred, the object will have been rendered familiar.

Biology
Health and Medicine

123 WHY ROCK FANS FAINT : SCIENCE FINALLY COMES TO ITS SENSES

1 The strangest public health hazard in post-Presley America — epidemic fainting at pop-music concerts — is a phenomenon familiar to a lot of adolescents. Their parents may not know anything about the **peril**. This is because mass fainting has hardly attracted the attention of modern science despite decades of documentation that many fans are prone to unconsciousness.

2 Concerned that the mechanism of mass fainting has been neglected in the medical literature, two German doctors, Martin Bauer and Thomas Lempert, recently went to a concert by New Kids on the Block and worked with first-aid staff at a Red Cross infirmary where the stricken were treated. According to their report in the Thursday issue of The New England Journal of Medicine, some 400 concertgoers fainted, all of them girls aged 11 to 17. They interviewed 40 of the victims and found that they fell into two general groups. 40 percent had lost consciousness entirely — the classic fainting condition known as syncope — whereas the rest had become faint but remained conscious.

3 Based on their observations, Bauer and Lempert discovered a 'multifactorial *pathophysiology of rock-concert syncope*', a phenomenon certainly as old as Frank Sinatra, Elvis Presley and the Beatles. However, this phenomenon existed long before rock and roll concerts because the symptoms apparently have less to do with the musical genre than the state of the fans, and history is full of examples of epidemic fainting at crowded gatherings like religious ceremonies.

4 Fainting is a temporary loss of consciousness caused by insufficient oxygen in the brain and can be brought on by a variety of circumstances. In the case of the German fans, the researchers found at least five likely causes:

* Sleeplessness during the previous night, perhaps from the thrill of anticipation
* Fasting from early in the morning, when they had first lined up, causing low blood sugar
* A long period of standing in the arena, which reduces cerebral blood flow by causing blood to pool in the legs
* Hyperventilation, which leads to cerebral vasoconstriction — that is, heavy breathing that produces narrowing of blood vessels that supply the brain
* Abnormal pressure within the chest caused either by screaming or by external compression of the chest by the pushing masses of people

5 The last condition resembles the effect of what is known as the Valsalva maneuver — forcibly trying to exhale through a closed mouth and nose. It traps blood in the larger veins, keeping it from entering the chest and heart and thus from being pumped to the brain. This makes the victim more likely to faint. The 60 percent of girls who did not faint outright experienced panic attacks from being pushed by the mob or from hyperventilation, which can reduce carbon-dioxide levels in the bloodstream, thus making the blood more alkaline and causing faintness, among other symptoms. The doctors suggest the following guidelines for concertgoers: "Sleep, eat, sit, keep cool and stay out of the crowd." However, which teenage fan will do that?

Mark the best choice.

1. **Peril** (para. 1) is closest in meaning to _____.

   a) danger
   b) warning
   c) awareness
   d) improvement

2. Which of the following is **TRUE** according to the text?

   a) Majority of the girls who suffered panic attacks fainted because of being pushed by the crowd.
   b) Mass fainting probably first started at Frank Sinatra, Elvis Presley and Beatles concerts.
   c) Medical literature doesn't attach enough importance to the mechanism of mass fainting.
   d) The two German doctors work for New Kids on the Block concerts to treat fainting fans.

3. All the adolescents who fainted in New Kids on the Block concert _____.

   a) were female
   b) experienced a condition called syncope
   c) remained conscious
   d) were interviewed by the researchers

4. Which of the following does **NOT** cause fainting during concerts?

   a) Getting little or no sleep the night before
   b) Low blood sugar owing to hunger
   c) Too much cerebral blood flow
   d) Pressure within the chest

5. Which of the following is **FALSE** according to the text?

   a) If a person screams too hard and for too long, s/he may eventually lose consciousness.
   b) Exhaling through a closed mouth and nose prevents blood from going through the smaller veins and thus from getting into the chest, heart and brain.
   c) When carbon-dioxide levels in the bloodstream are decreased, the blood becomes more alkaline, so one can experience faintness.
   d) the Valsalva maneuver is just like hyperventilation, which results in narrowing of blood vessels that feed the brain.

124 HEALING ILLNESSES

1 Scientists and doctors are discovering surprising new ways of looking at health. One persisting theme is that we need to realize that within us, we have a great potential responsible for maintaining good health. Close your eyes and imagine that there were no medicines, hospitals, clinics, medical staff, how you would work a cure by yourself? If you find it hard to list suggestions, perhaps, like me, you have come to regard medical care as necessary as food and fresh air. No doubt the mechanics of medicine are vital, but perhaps, alongside the existing professionals, we need a new breed of experts specifically to bring out the best in us.

Emotional control—a cure for diseases?

2 Take a deep breath, and as you blow out, mentally say 'relax'. Think of the muscles round your eyes. Relax them. Think of your jaw: open your mouth wide and allow it to fall to the most relaxed position. Take a deep breath, and as you blow it out, mentally say 'relax' to yourself.....These exercises are not from a new beauty bible but are part of a series put on tape by Dr. Carl Simonton, an American radiation therapy specialist, who regards the patient's emotional considerations to be highly significant in the treatment of cancer. In his practice, the radiation treatment is backed up with a course in awareness. It is purely psychological therapy. Dr. Simonton said, 'Anyone involved in the treatment of cancer becomes aware of the great differences between patients. Personality, to which emotional stresses are related, is a significant feature in the development of the disease and its progress. I believe that the biggest feature **precipitating** the disease is the loss of a significant object—a loved one, or maybe a job. It can be a real or imagined loss, but what matters is the patient's response to **it**. Very often a feeling of helplessness and hopelessness overtakes them. Many men experience an onset of the disease within a year of retiring.'

3 What a patient believes about his treatment is vital. Dr. Simonton considers that his own belief system plays an integral part in his patients' response: his attitude affects them. In Britain, the British Cancer Council is helping nurses and medical students to take an optimistic view. After all, he says, 30,000 cures were **effected** here in one year, and the figure could have been doubled if fear had not stopped patients from getting help early. Patient power is more effective than we realize, and perhaps it is time to look inside ourselves for the strength we need to maintain good health and to help one another.

The magic touch of a loving hand

4 Someone else who credits the body with being in charge is an American Franciscan, Sister Justa Smith, who combines her profession with a scientific career. She says: 'There is something within the body that controls healing. It doesn't happen knowingly. Doctors do many things to assist the healing process, but the body heals by itself.' She smiled: 'We should be able to heal not only ourselves but each other as well, or we can make each other ill!' Responsibility, then, is not only the responsibility to keep ourselves well, but an awareness of how we are affecting our loved ones, colleagues and friends. Sister Justa said, 'The ability to heal is almost inborn in human beings. You see it particularly in young mothers when they immediately put their hand on the spot — the grazed knee, the bumped elbow — that is causing a small child to cry. The magical touch of a loving hand is all that is required.'

5 Pain is a warning device designed to tell us what is wrong. Once you know what is wrong, you can cancel out the pain. Anyone determined can learn to control, even without a feedback instrument. You can learn to make one finger cold, one hand hot. You control the temperature of the skin by the amount of blood you allow to reach the surface layers. Yogis, with their super -control, can push skewers through their cheeks without pain, without blood, without infection.

6 Scientists are making a study of faith healers in an attempt to find out what takes place when a patient puts him or herself in the hands of the untrained. It is a subject that has remained a mystery since biblical times. Whether you're in the hands of a medical doctor or a faith healer, you, the patient, help the healer. The body should know what is wrong and put it right. By the time symptoms can be detected, the disease has progressed. The body knows about it before that stage.

Mark the best choice.

1. The word **precipitating** in para. 2 is closest in meaning to _____.
   a) preventing b) threatening
   c) treating d) activating
2. 'it' in para. 2 refers to _____.
   a) object b) loved one
   c) loss d) job
3. The word **effected** in para. 3 is closest in meaning to_____.
   a) influenced b) decreased
   c) considered d) achieved
4. Dr. Simonton _____.
   a) believes that emotional stress hardly affects the development of cancer
   b) says that the personality of the patient plays a minor role in cancer therapy
   c) explained that helplessness and hopelessness leads retired men to think they have cancer
   d) sees psychology as part of cancer treatment and therefore, has supported it with an awareness course
5. Sister Justa Smith believes that _____.
   a) with a little bit of magic, one's touch could provide the required healing for others
   b) young mothers who learn about their ability to heal others put their hands on the wound or painful area
   c) people have an inborn ability, with which they can make each other not only well but also ill
   d) body's self-healing abilities assist doctors, without whom cure could not be possible
6. Which of the following can be the underlying purpose of the author for writing this passage?
   a) To show that people need medical care as much as they need food and air.
   b) To persuade the reader that the current medical system is unable to cure many illnesses.
   c) To introduce the reader to a totally new concept of treating cancer patients.
   d) To inform people of the healing abilities they possess but may not be aware of.
7. Which of the following is **FALSE** according to the text?
   a) Medical care should be accompanied by the patient's will power.
   b) Scientists are studying faith healers' mistakes that make patients' diseases progress.
   c) Being able to cancel out pain, Yogis can push skewers through their cheeks without pain.
   d) In the treatment of an illness, the patient has great influence on the course of his own therapy.
8. The author expresses _____ alternative therapies.
   a) interest in b) disapproval of
   c) satisfaction with d) doubt about

125 THE ACTUAL CAUSE OF OBESITY

1 The discovery of the obesity gene in humans offered evidence that chronic weight gain is at its heart biological, the consequence of a mismatch between nature and nurture. Until this discovery, there had been some simplistic explanations such as blaming obesity on excessive fat consumption. However, in countries like India and China, obesity was virtually unknown despite the fact that people used quite a lot of fat and oil while cooking. Obesity has been a health problem in these countries ever since the introduction of a Western-style diet.

2 One of the reasons for obesity is that dietary fat converts to body fat more efficiently than does protein or carbohydrate, but recently scientists have uncovered what appears to be an equally important factor. Peter Havel of the University of California, Davis, and Michael Schwarts of the University of Washington, Seattle, are investigating the possibility that high levels of fat and fructose are mucking up our brain chemistry, and thereby muting the signals that would normally tell us to put down the fork. These signals are produced by peptides, which are regulated mainly by three hormones, namely insulin, leptin and ghrenlin. Under normal conditions, these hormones help maintain a stable body weight by adjusting levels of the peptides that control eating. However, a diet loaded with fat and fructose hampers the regulation of these hormones. The most complicating matter, Schwarts says, is that the brain loses its ability to respond to these hormones as body fat increases —so the obese are doubly penalized.

3 Other researchers are finding evidence that constant exposure to fat and sugar can cause some humans to crave them as they do an addictive drug. A Princeton University psychologist recently showed that rats fed a high-sugar diet were, when the sugar was removed, thrown into a state of anxiety similar to that seen in withdrawal from morphine or nicotine. Sarah Leibowitz, a neurobiologist at Rockefeller University, believes that frequent exposure to fatty food may configure the brain to crave still more fat. She has shown in animal studies that galanin, a brain peptide that stimulates eating behavior and decreases energy expenditure, increases when the animal eats a high-fat diet.

4 There are many factors contributing to an explosion of obesity in the USA and the world, but the radical changes in the composition of our diet are first among **them**. While scientific work in this arena is in its infancy, it is already clear that varying the amount of fat and other nutrients in the diet affect brain chemistry by activating certain genes, and this in turn directs our dietary preferences. By submitting ourselves to a steady dose of highly processed, sweet, high-fat foods, we have unwittingly entered into a dangerous experiment, the long-term consequences of **which** are only now beginning to surface.

(By Ellen Ruppel Shell, author of *The Hungry Gene: The Science of Fat and the Future of Thin* ; Newsweek, August 5, 2002)

A. What do the following refer to?

1. them (para. 4) : _____
2. which (para. 4) : _____

B. Find the words in the text to complete the sentences. Write ONE word only and do not change the form of the word.

1. If two things that are unsuitable for each other are put together, the result is a/an _____ (para. 1).
2. If people _____ (para. 3) something, it means that they have a strong and uncontrollable desire for it.

C. Fill in each gap with appropriate information from the text.

* Indian and Chinese people began to suffer from obesity when (1)_____.
* It is known that (2a)_____ cannot turn into body fat as efficiently as (2b)_____.
* A brain peptide called galanin not only stimulates our eating behavior, but also causes (3)_____. Animal studies have shown that when lab animals are fed on (4a)_____, the level of this peptide (4b)_____.
* People's (5)_____ are controlled by some (6)_____ which affect brain chemistry when they are activated by variations in (7)_____.

D. Answer the following questions.

1. How does the human body retain a stable body weight under normal conditions?

   _____

   _____.

2. According to Schwartz, what is the worst disadvantage of the high body fat for the obese?

   _____

   _____.

3. What is the result of frequent exposure to high-sugar diet in rats?

   _____

   _____.

126 NIRVANA BEHIND BARS



1 In 1996 Bhupinder Singh, a burly 23-year-old man, was sent to Tihar Jail on the outskirts of New Delhi. He'd been charged with murder. When Singh arrived at Tihar, he was angry and violent. Three years later, he joined a meditation program inside the prison. "Today you can't recognize Bhupinder," says Sunil Gupta, a jail superintendent. "He is not only gentle but helpful to others."

2 With 11,000 inmates, Tihar is not only India's largest jail but also one of its most dangerous. The prison is home to hardened criminals who engage in drug peddling, sexual abuse and gang violence. However, Tihar has undergone a startling transformation lately . Thanks to a spirited police officer named Kiran Bedi, who ran Tihar in the mid-1990s and introduced Vipassana meditation techniques to the prisoners, the place has mellowed. Once dangerous convicts now preach peace, love and understanding. Hundreds of inmates meditate daily and claim to be changed men. Their violent instincts have been supplanted by an almost spiritual serenity. Rather than fight, many prisoners grow flowers inside Tihar. "Meditation techniques help calm the agitated minds of prisoners," says V.P. Garg, another Tihar official, "and change their way of looking at things."

3 Praveen Chawla, a 28-year-old prisoner serving a life term for raping his former girlfriend, typifies Tihar's new breed. He says he was disturbed when he was first tossed into the prison, feeling he was wrongly accused. Later, he took a series of meditation courses, and now says: "I have no quarrels with myself or with anybody." In fact, he's become a meditation instructor. "I know you can find peace and a deeper sense of freedom within the confines of this jail. I'd never thought that meditation could be so liberating. Now I don't even mind having to spend the rest of my life here."

4 Among the four different types of meditation offered at Tihar, Vipassana is the most demanding. Vipassana, which literally means to see things as they really are, is one of the most ancient Indian meditation techniques. Tihar's prisoners initially take 10-day courses, during which they practice self-control by keeping away from speaking, sexual activity and alcohol. They sit in a quiet room for prolonged periods each day, fixing their attention on their breathing. By the fourth day, the participants learn not to react to their emotional or physical urges. Vipassana exponents believe that out of such discipline comes equanimity (peace of mind).

5 The Indian government is impressed by the results at Tihar and has asked all the prisons in the country to introduce meditation. Tihar officials admit that the idea doesn't always work; some prisoners quickly drop out of the meditation courses, unable to cope with the rigors, or hardships. However, those who persist are thankful. "Now," says Singh, "when I hear my bail application has again been postponed by the courts, I don't get agitated." In fact, he feels fortunate to spend more time in jail, where he can continue his journey of self-awareness.

A. VOCABULARY IN CONTEXT :

Write only ONE WORD in each gap from the indicated paragraph. Do not change the form of the word. Do not repeat the words that are already used in the paragraphs below.

Para. 2:

Thanks to meditation, many of the (1)_____, or prisoners, in Tihar have become totally different people because the prison has (2)_____ a great change which has caused it to become a softer, smoother and gentler place. In other words, the prison has (3)_____. All those dangerous convicts have found love, peace, understanding and (4)_____ — calmness of mind, which has replaced these criminals' violent instincts and agitated minds.

Para. 4:

The prisoners who practise the Vipassana discipline learn to control their (5)_____, or desires. (6)_____, or supporters of Vipassana think that having this control helps them find peace of mind.

Para. 5:

Although some give up meditation quickly, the ones that (7)_____; that is, the ones that continue doing it in a determined way, are very happy about the changes in their characters.

B. **Mark the following True (T) or False (F).**

T F 1. Praveen Chawla will soon be released from prison due to his good behavior.

T F 2. The government thinks that meditation shouldn't be practiced in the other prisons in India.

C. **Answer the following questions.**

1. Give a specific example to prove how the meditation program at Tihar has changed a criminal?

_____

_____.

2. What makes Tihar one of the most dangerous prisons in the country?

_____

_____.

3. What makes Vipassana different from the other meditation techniques practised at Tihar?

_____

_____.

4. Write down **ONE** of the methods of Vipassana that helps prisoners gain self-control?

_____

_____.

5. Why do some prisoners give up meditation?

_____

_____.

6. Why does Singh feel lucky to stay in prison?

_____

_____.

127 SARS CASES CLIMB

1 At least 4,000 Beijing residents with exposure to a contagious respiratory disease are being kept in isolation, most in their own homes, and a second major hospital was put under total quarantine today, with virtually no one allowed to enter or leave. Isolation orders are being imposed on homes, factories and schools where people who developed SARS (Severe Acute Respiratory Syndrome) symptoms live, work or study. Social workers in work units and neighborhoods ferry food and other basic necessities to people confined to their homes, while monitoring them to ensure they will not escape. City education officials have also revealed that 300 college students who have had contact with infected people suffering the dangerous new disease have been sequestered in a military training camp for two weeks' observation. Right now a quarantine center, where all those suspected of being infected will be transferred, is being built.

2 As Beijing began a strict new quarantine program to try to halt the spread of SARS, pledging to isolate virus-exposed people and contaminated buildings, reported SARS cases in the capital continued to surge. One hundred and three more patients were confirmed as of Thursday evening, taking the city's reported total to 877. The figure is nearly 20 times higher than what Beijing was reporting five days ago, when the central government fired two top officials and promised to begin to report accurately. It is unlikely that major undercounting has occurred since.

3 In the huge southern city of Shanghai, only two confirmed and 18 suspected cases of SARS have been reported. Why Shanghai, which is far closer to the SARS epicenter of Guangdong, has had such a light burden is so far a mystery. This morning Beijing officials held **the first** of what they promised would be frequent press briefings on this epidemic, which has suddenly become a consuming threat and popular obsession. Cai Fuchao, Beijing's propaganda chief, tried to comfort the public, saying air and road links to the city would not be cut. "Beijing has ample food and there is no need to panic," he also declared, threatening to punish vendors caught increasing prices as worried residents buy rice, noodles and other groceries. However, his speech and the new measures taken contributed to a growing sense of alarm around the capital, as residents stocked up on basic goods as if preparing for a prolonged siege. Mr. Cai added that hundreds of inspectors were visiting 147 city hospitals to ensure that disease reports were accurate. Meanwhile, international health officials complained that Beijing still did not provide details about where the virus had appeared within the city and among what groups it had appeared — information that is vital for defeating the disease and assessing risks to the general public.

4 Beijing's train stations were crowded again today, mainly with well-dressed college students carrying rucksacks and migrants from many rural areas carrying their belongings in grain sacks. Despite an order that college students should not leave the city without permission, **many** were boarding trains for their home provinces, in the belief that dormitories in Beijing might be more dangerous. Migrant workers in protective masks said they were going home either out of fear or because work, especially in hotels and restaurants, was drying up. "I think the disease is a little less bad back home in Henan," one departing plumber said.

5 On Thursday the city essentially closed down the People's Hospital of Beijing University after dozens of doctors and nurses inside reportedly showed possible signs of SARS. More than 2,000 employees of the hospital and an unknown number of patients are forbidden to leave as the facilities are decontaminated and those inside observed for symptoms. Today, the hospital was still ringed by white-and-yellow crime-scene tape and the police, while trucks delivered boxes of fruit and other foods and some people tried to talk through the wooden fence with healthy relatives stuck inside. Medical personnel there said by telephone that more than 70 staff members were suspected of having the disease. A second facility, Ditan Hospital, which is one of the prime hospitals treating SARS patients, was also closed off today, for reasons that were not disclosed. But at You'an Hospital, another prime SARS treatment center, only the medical staff in the infectious disease wing were under quarantine and the atmosphere outside, and in adjacent units with hospital staff, seemed relaxed.

(Written by Erik Eckholm; *The New York Times*, April 25 2003 on an epidemic that killed many people at the time.)

A. What do the following words refer to?

1. the first (para. 3) : the first _____
2. many (para. 4) : many _____

B. Find the words in the text which mean the following. Write only ONE word. Do not change the forms of the words.

1. increase (v.) (para. 2) : _____
2. plenty of (adj.) (para. 3) : _____
3. nearby, close (adj.) (para 5) : _____

C. Mark the following True (T) or False (F).

T F 1. The reason why Shangai has not been badly hit by SARS is probably because it is far from the epicenter of the disease.

T F 2. In Beijing, air and road links to the city will probably be cut by people in panic.

T F 3. Cai Fuchao's talking to the public to comfort them was not successful. On the contrary, it increased the panic.

T F 4. The only way to reach the people at the People's Hospital of Beijing University is via telephone.

T F 5. The reason why Ditan Hospital has been closed off has not been revealed.

D. Fill in the blanks with appropriate information from the text.

In Beijing, people not allowed to leave their homes are being supplied with (1)_____ and (2)_____ taken to their neighborhoods by social workers, whose other duty is to make sure that the people under quarantine (3)_____.

E. Answer the questions according to information from the text.

1. Why did the central government fire two top Beijing officials last week?

   _____

   _____.

2. According to international health officials, which two pieces of detailed information about SARS could be a step towards conquering the disease?

   a) _____

   b) _____.

3. For which two reasons are migrant workers going back to their hometowns?

   a) _____

   b) _____.

F. **Mark the best choice.**

1. Which of the following is **NOT** mentioned in the text?

   a) A majority of the 4,000 residents who have been exposed to SARS are in their own homes.
   b) The 300 students who might be infected with SARS are being kept in isolation in a military camp.
   c) Inspectors are visiting the city hospitals in order to check the accuracy of the recent reports.
   d) Those in the People's Hospital of Beijing University will be allowed to leave as soon as possible.

128 BEHIND THE SCIENCE OF MAD-COW DISEASE

1 Suzette Priola, an American virologist studying mad-cow disease and similar brain-wasting illnesses, often finds herself injecting infected tissue directly into the brains of mice and hamsters. "If you inoculate a mouse, you can barely detect **it** an hour later, and 24 hours later it has disappeared entirely," she says. "Then a week later it comes back. Nobody really knows what happens to it. It's a bit of a mystery."

2 Yet, it will be a while before science has much to offer victims of the variant of Creuztfeldt-Jakob disease (CJD), which has been linked to consumption of beef tainted with bovine spongiform encephalopathy (BSE), i.e. mad-cow disease. The prospects might be better if the culprit were a virus or a bacterium, but it happens to be a strange molecule called a prion, a wholly new class of infectious agent that was discovered in the 1980s by Stanley Prusiner, who won the Nobel Prize for it in 1997.

3 Scientists are studying prions with wide-eyed wonder. Perhaps the oddest thing about prions is that they are so close to being ordinary. They are almost identical to proteins found in humans and cows and almost every other living thing. Some scientists think that a prion is nothing more than a specific protein that folds in an abnormal way: think of two identical pieces of paper, one folded into a paper airplane and the other crushed into a ball.

4 This odd folding may be what gives prions their unique characteristics. When a prion comes in contact with its normal protein counterpart, which is particularly abundant in the brain, the protein folds like a prion—becoming, in effect, a prion itself. In the process, the newly formed prions gain a kind of omnipotence. For reasons scientists don't yet understand, the body cannot break prions down the way it can normal proteins: once prions make their way into nerve tissue and begin spreading, there's nothing that stops them. Entering first through the stomach, prions travel to the brain through the body's network of nerve cells. Slowly at first, and then with increasing speed, they turn the victim's brain into a spongy mass of useless tissue.

5 What makes prions particularly difficult to work with is that they have no DNA, which means scientists have to develop a new set of tools for studying them in the lab. Prions also don't behave like viruses or bacteria, which tend to multiply quickly and make their presence known. CJD symptoms don't appear for 10 years, and perhaps for as many as 40. Because the incubation period is unknown, scientists don't yet have a handle on how many people may eventually come down with the disease: estimates range from hundreds to millions. Dosage may make a big difference. If you ingest a lot of prions, chances are the disease will surface more quickly than if you had just **a few**.

6 Dosage, in fact, may have played a key role in triggering the BSE epidemic in the first place. Back in the 1980s British scientists thought cattle caught BSE when they were fed the remains of sheep infected with scrapie, another brain-wasting illness. It quickly became clear that BSE was a completely different disease—one that more easily jumps from one species to another (humans have never contracted scrapie). By the late 1990s, after the British outbreak peaked, scientists began to suspect that the BSE prion had arisen spontaneously in a single cow in the early 1970s. Remains of this infected cow were then fed to other cattle, which in turn were fed to still more cattle and so on. All the while, prions multiplied. BSE prions might never have spread to humans had they not been circulated among cattle for decades before. Eventually prions became so numerous in British beef that they had no problem "crossing the species barrier", as scientists say.

7 The cow-origin theory has been endorsed by the British government's recent report on the BSE crisis, but some scientists are already beginning to cool on it. Experimental efforts to replicate the spontaneous formation of BSE prions in cows have failed. BSE prions have also proved particularly adept at species jumping: they've already shown up in cats, and scientists have succeeded in infecting other animals in the lab. Analyses of the BSE prion also show that

it changes very little from one species to another, leading some scientists to conclude that "BSE may be a kind of superstrain" of brain-wasting diseases, says Priola. If she's correct, current livestock-feeding regulations would be woefully inadequate. Although some countries including the United States have banned the feeding of cattle remains to cattle, they still allow farmers to feed cattle to sheep and pigs, and vice versa.

8 Despite the slow start, scientists are not completely without hope. The Rocky Mountain lab, for instance, has identified several compounds that appear to inhibit the formation of BSE prions. They might prove useful for treating victims in the early stages of CJD, but at present there's no diagnostic test; scientists need to take tissue samples of the brain, tonsils or appendix, where prions tend to congregate. Scientists at Zurich University in Switzerland say they have come up with a more convenient and accurate test, but it may be years before it is widely available. For now it's a tortoise race between prions and scientific research.

(By Fred Guter and William Underhill ; *Newsweek*, December 4, 2000)

A. What do the following refer to?

1. it (para. 1) : _____
2. a few (para. 5) : a few _____

B. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. infected (adj.) (para. 2) : _____
2. the cause of problems (n.) (para. 2) : _____
3. plentiful, in great amount (adj.) (para. 4) : _____
4. supreme power (n.) (para. 4) : _____
5. gather together in a group (v.) (para. 8) : _____

C. Mark the statements True (T) or False (F).

T F 1. Stanley Prusiner was awarded the Nobel Prize for the discovery of the treatment for CJD.

T F 2. Scientists are amazed by the fact that proteins in humans and prions look nearly alike.

T F 3. Although a more accurate test for CJD has been devised, it cannot be obtained easily yet.

D. Mark the best choice.

1. According to the text, prions _____.
   a) fold like other proteins
   b) are broken down by the body like other proteins
   c) spread more quickly when they reach the brain
   d) are viruses that cause a variant of CJD in humans
2. Which of the following is **NOT** a reason why scientists have difficulty diagnosing CJD?
   a) Prions lack DNA.
   b) It might take the symptoms as long as 40 years to appear.
   c) The incubation period of CJD is unknown.
   d) Prions make their presence known immediately.

3. According to the text, BSE prions spread _____.

   a) when cattle were fed the remains of sheep infected with scrapie
   b) among cattle before they spread to humans
   c) as a result of feeding the remains of a cow infected with BSE to other cattle
   d) with more difficulty among different species than scrapie

4. Which of the following is **FALSE** according to the text?

   a) BSE prions appear completely in different forms in different species.
   b) In some countries, remains of cattle are still fed to different species.
   c) Scientists haven't succeeded in replicating the formation of BSE prions in cows.
   d) Scientists have discovered some compounds which may prevent the formation of BSE prions.

129 WHO SAYS WHO IS MAD?

1 David Rosenhan, a psychologist at Stanford University in California, wondered what would happen if a number of entirely sane people attempted to gain admission to a mental hospital by pretending to have one of the symptoms of insanity. Would these sane individuals be classified as insane? If they were admitted to the mental hospital, would the staff realize that a mistake had been made?

2 The answers to these and other questions were obtained in a study in which eight normal people attempted to gain admission to twelve different psychiatric hospitals located in five different states in America. Each of the eight participants phoned the hospital asking for an appointment. Upon arrival at the admission office, each of them complained of hearing voices which were often unclear, but appeared to be saying 'empty' and 'hollow'. **They** also sounded unfamiliar but were of the same sex as the participant. The only important elements of deception were the claims about hearing voices and falsification of the participants' names and occupations; the significant events in each participant's life were described as they actually happened. All of these sane people were judged to be insane, and all of them were admitted to hospital, apparently on the basis of their hallucinations. One of **them** was diagnosed as suffering from manic-depressive psychosis; the others were diagnosed as schizophrenic.

3 As soon as the participants had been admitted to the psychiatric ward, they stopped simulating signs of abnormality, although several experienced a brief period of nervousness and anxiety, because they felt they would immediately be exposed as frauds, which would be highly embarrassing. While they were in the psychiatric ward, the participants indicated that they were fine and no longer experienced any symptoms. In general, they behaved in a friendly and co-operative way. The only unusual aspect of their behavior was that they spent a fair amount of time writing down their observations about the ward, its patients, and the staff.

4 The hierarchical structure of the various psychiatric hospitals was such that those with greater professional status had the least to do with their patients. The average daily contact of the pseudo-patients with psychiatrists, psychologists, and doctors was 6.8 minutes. In view of this general lack of careful observation by those in authority, it is not surprising that the pseudo-patients were not released very quickly. The actual length of hospitalization ranged from 7 to 52 days, with 19 days being the average.

5 The fact that all the pseudo-patients were released within a few weeks of admission could have suggested that the psychiatric staff discovered that the pseudo-patients had been sane all the time. However, this was not the case. All the pseudo-patients were discharged with a diagnosis of 'schizophrenia in remission', i.e., less severe, indicating that the deception had not been detected. Interestingly, several of the real patients became suspicious about the pseudo-patients. The first three pseudo-patients were placed in wards containing a total of 118 patients, 35 of whom voiced their doubts. They said things like, 'You're not crazy. You're a journalist, or a professor. You're checking up on the hospital.' However, most of them were reassured by the pseudo-patients' insistence that they had been sick before they came into hospital, though they felt fine once they had been admitted. Nevertheless, a few of the real patients continued to voice the opinion that the pseudo-patients were not mad.

6 If we accept these findings at face value, they suggest that the distinction between the sane and the insane is so blurred that it is entirely possible for the sane to be mistaken for the insane, at least by psychiatrists. Rosenhan wondered whether he could show the opposite effect, namely the insane being regarded as sane. To prove this, he used a research hospital as his testing ground. The staff there had heard about the study just described, and had informed Rosenhan that they would not have proved so gullible.

7 The first thing that Rosenhan did was to tell the staff of this hospital that one or more pseudo-patients would attempt to gain admission at some time during the following three months. Each member of staff was asked to observe all patients who presented themselves for admission or in the ward and say whether they thought they were pseudo-patients or real patients. Judgments were obtained on a total of 193 patients admitted for psychiatric treatment. Forty-one genuine patients were judged with great confidence to be pseudo-patients by at least one member of staff. Nineteen patients were suspected of being frauds by one of the psychiatrists and another member of staff. In fact, none of Rosenhan's pseudo-patients sought admittance during **this time**. Apparently, then, mental hospital staff do sometimes think that people committed to their care are sane.

8 Rosenhan's main conclusion, which is tremendously important if it is true, was as follows: 'It is clear that we cannot distinguish the sane from the insane in psychiatric hospitals.' Part of the problem may be that, under normal circumstances, doctors and psychiatrists are more inclined to call a healthy person sick than a sick person healthy. It is obviously dangerous for a doctor to fail to take appropriate action when a sick person asks for treatment. A psychiatrist who refuses to hospitalize someone who has suspicious symptoms and asks to be hospitalized may face legal action if the patient subsequently commits suicide or murder. Therefore, it is natural for him to err on the side of caution.

A. What do the following refer to?

1. they (para. 2) : _____
2. them (para. 2) : _____
3. this time (para. 7) : _____

B. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. people that deceive other people (n.) (para. 3) : _____
2. unclear and confusing (adj.) (para. 6) : _____
3. easily deceived or cheated (adj.) (para. 6) : _____
4. sent (v.) (para. 7) : _____

C. Which paragraph does each of the following summaries refer to? Write the correct paragraph number on the lines provided. One has been done for you.

a) _____ The reasons for the second experiment
b) _____ How the pseudo-patients gained admittance to hospitals
c) 8 Rosenhan's conclusion
d) _____ The reaction of the patients and the staff to the pseudo-patients
e) _____ How the second experiment was carried out and its results
f) _____ The reasons for the original experiment
g) _____ The supervision of patients in the hospital
h) _____ How the pseudo-patients behaved while they were in the hospital

D. Mark the following statements True (T) or False (F).

T F 1. The participants changed their names and occupations when they sought admission to hospitals.

T F 2. The participants were released in a longer time than expected because patients were not paid enough attention to by the authorities.

T F 3. In the first experiment, both the staff and the patients realized that the participants were actually sane.

T F 4. In the second experiment, mental hospital staff was told to watch both people seeking admission and patients in the ward.

E. Answer the following questions in your own words.

1. What was strange about the behavior of participants who stayed in the ward?

_____

_____.

2. How did the pseudo-patients in the first experiment persuade the other patients in the ward that they were actually insane?

_____

_____.

3. Why are doctors inclined to call a healthy person sick?

_____

_____.

4. What was the conclusion drawn from the two experiments?

_____

_____.

Space and Astronomy

130 How Lunar Eclipses Have Changed History

1 Lunar eclipses — the darkening of the moon while the shadow of the Earth moves over it — have always fascinated people. Some study eclipses as an astronomical phenomenon; others just enjoy observing their beauty. However, in ancient times, lunar eclipses were mysterious, ***unpredictable*** and frightening. In the past, people believed that eclipses were bad omens, or signs, and this superstition has often affected historical events. For instance, a lunar eclipse was partly responsible for the fall of Constantinople (present-day Istanbul in Turkey) in 1453.

2 In the 15th century, the Ottoman Empire was planning to take over Constantinople. The Ottoman troops attacked Constantinople in 1402 and again in 1422, but did not succeed. Then in 1451, Sultan Mehmed II attacked the city again. Mehmed II had several advantages over the defenders of the city. For example, he had 250,000 men in his army, but Constantinople was fortified by only 7,000 troops. To strengthen their defense to protect the city, they needed more soldiers. The sultan also had a new style of **cannon** which shot big stones. This new weapon was capable of breaking through Constantinople's thick walls. In April 1453, the Ottoman army attacked the city's thick walls with its new cannon. The defenders, however, repaired the walls every night. They also attacked back several times. After some time, the 7,000 defenders became exhausted. However, they never thought of giving up because they believed in an old prophecy, or a prediction, which stated that Constantinople could never fall while the moon was becoming full. However, on May 22, 1453, the full moon went into an eclipse. The defenders felt frightened and helpless. Three days later, Mehmed II attacked the city again. In a very short time, the Ottoman army overpowered Constantinople's troops. Constantinople's defenders believed in the evil omen about the moon; the lunar eclipse made them feel that the battle would be hopeless, and they lost their ability to protect their city from **the enemy**.

3 A lunar eclipse affected the course of history in Asia, too. According to an ancient Chinese **maxim**, or saying, each Chinese dynasty[1] started out when the previous dynasty became corrupt, i.e., dishonest. This principle was called the Mandate of Heaven because signs in the sky showed that the emperor was not honest enough to rule. The Manchu (Ch'ing) Dynasty in China began its rule in 1644. At first, the dynasty was a glorious one, but by the mid-1800s, it had become very corrupt. Finally, in 1851, the Taiping ***Rebellion*** took place in order to overthrow the Manchu Dynasty. Some Western powers helped the Manchus try to remain in power. The Manchus also received help from an army of mercenary[2] soldiers. A British officer named Charles Gordon was a very successful leader of this mercenary army. The rebels were defending the town of Soochow, and Gordon's forces were beating them. The rebels' final defense was at the east gate of the city. Gordon decided to make a night attack to catch the defenders ***unaware***. There was a full moon and his troops would have enough light to see by. Unfortunately, on the night he chose for his **assault**, there was a lunar eclipse. The Chinese mercenaries interpreted the eclipse as an evil omen, based on the Mandate of Heaven, and felt defeated before **they** began to fight. The attack on Soochow was unsuccessful, and a large number of the mercenary soldiers were killed. This battle was Gordon's only loss. Although the mercenaries were unable to take Soochow, the Taiping Rebellion failed, and the Manchu Dynasty ***remained*** in power.

4 Today, scientists can predict lunar eclipses. We no longer fear them as evil omens. However, it is not difficult to understand how, in the past, people believed that eclipses were signs of disaster because they did not understand their true cause.

[1] a series of rulers or leaders from the same family

[2] men who make money by hiring themselves out as soldiers to anyone who is willing to pay them

A. What do the following refer to?

1. the enemy (para. 2) : _____
2. they (para. 3) : _____

B. The following words are boldfaced in the text. Find their meanings using the contextual clues and write them on the lines provided.

1. cannon (n.) (para.2) : a kind of _____
2. maxim (n.) (para. 3) : _____
3. assault (n.) (para. 3) : _____

C. Mark the following statements True (T) or False (F).

T F 1. It took the Ottomans more than fifty years to take over Constantinople.

T F 2. Constantinople's defenders never had a chance to attack back the Ottoman army.

T F 3. Constantinople fell on the day there was a lunar eclipse.

T F 4. The Taiping Rebellion aimed to overthrow the Manchus because their dynasty had become corrupt.

T F 5. Although the Manchus received help from some western powers and mercenary soldiers, they were not able to suppress the Taiping rebellion.

D. Mark the best choice.

1. What is the main idea of the passage?
   a) Today scientists can predict lunar eclipses, so people are not afraid of them any more.
   b) History was affected by lunar eclipses because people thought that they were evil omens.
   c) In 1453, the Ottoman army overpowered Constantinople's defenders, and the city fell.
   d) The beliefs about lunar eclipses mostly affected the history of Asian countries such as China.

2. Charles Gordon thought that a night attack wouldn't be difficult because _____.
   a) his soldiers believed in the omen about the lunar eclipse
   b) the east gate of the city would be defended by the rebels
   c) he knew that there would be a lunar eclipse
   d) the moon would help his soldiers see around

E. Answer the following questions.

1. What was the old prophecy that Constantinople's people believed in?

   _____

   _____.

2. How did the ancient Chinese know that their emperor wasn't honest enough to rule?

   _____

   _____.

3. Why did people in the past think of eclipses as bad signs?

   _____

   _____.

VOCABULARY PRACTICE :

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
unpredictable (adj.) (para. 1)		

1. The field of space-weather forecasting, becoming increasingly important in an ever more technology-dependent world, is in its infancy. Forecasters can't obtain accuracy anywhere near that of Earth-weather _____. There are many reasons; but the main one is that space is very big.
2. When it comes to the safety of astronauts, space exploration is not an easy task. Hundreds of billions of dollars have been spent on the research and construction of safety equipment. However, because very little is known about the universe, astronauts going on missions are constantly at risk of _____ circumstances such as a failure of a component of equipment.
3. According to Geerat Vermeij, a paleontologist at the University of California, if the history of life on Earth could be rewound and replayed, many of the same innovations would reappear, although at different times and in slightly different forms. This conclusion implies that evolution is in some ways _____ and that life on other planets might not be so alien after all.
4. Ancient people who built Stonehenge more than 3,500 years ago could have used the monumental arrangement of pillars to _____ lunar eclipses, according to a professor of physics and astronomy at Clarion University in Pennsylvania.

Word	Definition	Different Forms
rebellion (n.) (para. 3)		

5. In his book *The Overview Effect*, Frank White imagines how having a permanent perspective from outer space will affect our politics, religion, social relations, psychology, economics, and hard sciences. He also confronts the possibility of _____ by a space colony and of contact with extraterrestrial beings.
6. In the early 1980s, a group of _____ engineers severely criticized NASA, claiming that the space station it envisioned would prove too costly, take too long to build, exhaust the shuttle fleet, and not end up being what was really needed. These engineers were called 7. _____ because they were in a desperate battle to change the way America carried out in space exploration.
8. It is not just physical dangers astronauts have to contend with. Psychological friction is a big problem; they can get sick of the sight of each other. As crew members get to know their surroundings a little better, then they begin to _____ against authority and each other. Therefore, psychologists have to find new ways to select crews that will not crack when in close confinement.

Word	Definition	Different Forms
unaware (adj.) (para. 3)		

9. Most Americans equate space exploration with NASA, but the general public is largely _____ that hundreds of passionate individuals and private organizations are working to allow ordinary people the opportunity to tour near space and to create permanent human settlements on Mars and other celestial bodies.

10. There have been several attempts by NASA to provide classroom education in space weather topics–mostly about solar activity and aurora. Most of these efforts have been relatively effective in making large numbers of students _____ of space-weather issues.

11. One of the challenges faced by proponents of space exploration has been the _____ of the general public about space exploration. To combat this, NASA is planning to launch educational programs through which they aim to ignite the desire for discovery in the public and raise public 12._____ about space exploration.

Word	Definition	Different Forms
remain (v.) (para. 4)		

13. Although it has been suggested that the asteroid belt is the _____of a planet named Astera, the chemical makeup of the asteroids indicates that they were not all once part of a single body, but formed as a very large number of smaller bodies, some of which did later break apart to form even smaller bodies.

14. First flown in 1984, *Discovery* is the third operational space shuttle and the oldest that _____ in service. She has performed both research and International Space Station (ISS) assembly missions.

15. It has recently been announced that there will be a hold on future shuttle flights until the root cause of the Columbia tragedy is known. Therefore, NASA's _____ three shuttles, Atlantis, Discovery and Endeavor, will not be lifting off anytime soon.

16. According to research, the atmosphere and Earth's surface absorb 70 percent of the solar electromagnetic radiation, becoming warmer in the process. The warmed Earth cools by radiating infrared rays outward. Some of this radiation travels directly into space. The atmosphere absorbs almost all the _____, making the air near Earth's surface warmer than it would be otherwise. This is known as the greenhouse effect.

131 E.T., YOU MAY BE HOME ALREADY

1 There are otherworldly creatures living in the hot springs of Yellowstone National Park! Technically, these otherworldly creatures aren't all alive; many are just bacterial microfossils. They're not exactly extraterrestrials either, having spent their brief lives entirely on Earth. However, if the tiny microbes prove anything, it's that living organisms can make their homes in the most unlikely places. For scientists like Sherry Cady, a 43-year-old geologist at Portland State University in Oregon, **this** is big news, indeed.

2 Cady is one of the leading lights in a brightening field known as astro- or exobiology — the study of how life could form elsewhere in the universe. In 1994, she made her first trip to Yellowstone to study the springs. Cady knew she might find heat-loving microbes in hot water, but she had no reason to think she would find remains of their deceased relatives. When she looked at rock samples under a microscope, however, she discovered that they had the fossilized imprints of bacterial sheets that gave silica a place to cling to as the rocks were forming. "I was shocked," she says.

3 With good reason. If microbes could live and fossilize in so punishing a place, they might do the same in other hot spots, like the now vanished springs on Mars. Similar remains might be left behind where temperatures are low, such as the frozen lakes that existed on the Martian surface before the planet dried out.

4 Other scientists are content to speculate. Not Cady. She's collecting samples not only in Yellowstone but also in the Taupo Volcanic Zone in New Zealand and the frigid depths of a lake in British Columbia. When astronauts or robot craft finally start hauling home rocks from other planets, these can be compared with the samples Cady has collected for the tiny thumbprint of life **both** may contain. "The trick", she says, "is knowing what clues to look for."

A. What do the following refer to?

1. this (para. 1) : the fact that _____
2. both (para. 4) : _____ and _____

B. Find the words in the text which mean the following. Write ONE word only and do not change the form of the word.

1. otherworldly creatures (n.) (para. 1) : _____
2. dead (adj.) (para. 2) : _____
3. make guesses (v.) (para. 4) : _____

C. Mark the following statements True (T) or False (F).

T F 1. On Mars, there used to be frozen lakes, where fossilized bacteria could exist.

T F 2. Since 1994, Cady has made several trips to different places as part of her study.

D. Answer the following question.

1. What was shocking about the rock samples Cady examined?

_____

_____.

2. How could remains of microbes in hot springs prove the existence of life on Mars?

_____

_____.

132 Will We Travel To The Stars?

1 If you wonder whether traveling to the stars is possible, the answer is probably yes, but **it** will take a long time. Maybe 500 years. If you ask whether any human being will travel to the stars within the 21st century, the answer is certainly no. The difference between traveling to the nearest star and traveling around our own solar system is about the same as the difference between swimming across the Atlantic Ocean and swimming across the Potomac River. While getting across the Atlantic requires a boat or an aircraft, getting to the nearest star ***requires*** a really well-equipped spacecraft and we have no hope of building **one** within 100 years.

2 To travel around the solar system and return within a few years, you need a spacecraft that will cruise at 160 km a second. At that speed, you will get to Mars in 10 days and to Pluto in 16 months. We can imagine a spacecraft carrying a big area of thin film to collect solar energy, with an ion-jet engine to produce thrust powerful enough to boost a spacecraft to a speed of 160 km a second. It is also possible to build a nuclear-powered jet to do the same job if the political objections to nuclear spacecraft ***concerning*** the cost can be overcome. The quantity of energy ***available*** from sunlight or from a nuclear reactor is large enough to take us on trips around our solar system, if the government agrees to finance this project. We may or may not decide to build a 160-km-a-second spacecraft, but we know that **this** is technically possible within 100 years. The cost of developing a 160-km-a-second spacecraft would be high but not absurd.

3 On the other hand, the nearest star is about 10,000 times as far away as Pluto. A trip to the stars within a human lifetime requires a spacecraft that cruises at more than 16,000 km a second and ***accelerates*** to this speed within 10 years. The engine would have to deliver about a megawatt of power for every pound of weight of the ship. However, another problem that the engineers would face is greater. The engine should be both small and powerful and what makes the problem even worse is that such an engine could not possibly keep itself cool. Even if the fuel is something exotic like antimatter, carrying far more energy than sunlight or uranium, the problem of cooling the engine ***remains*** insuperable. Travel to the stars within this century, using any kind of engine we know how to build, is not going to happen.

4 How about unmanned space probes going to the stars? Unmanned probes can be much smaller and lighter than manned spaceships. That means the total power required for a probe to reach the stars is much less. However, the problem of cooling the engine remains the same, whether the ship is manned or unmanned, and the conclusion is the same. Unmanned probes are not going to reach the stars within this century.

5 Robert Forward, an engineer who used to work for Hughes Aircraft and now works independently, has ***designed*** a space probe that might reach the stars, not within this century but a little later. It avoids the problem of cooling the engine by not having an engine. It is a sailing ship, not a steamship. He calls it Starwisp. It is a fishnet made of very fine wires and weighing less than 30g. The net acts as a sail and is driven by the pressure of radio waves generated by a huge radio transmitter. The transmitter stays put with its radio beam pointing in the direction we wish to ***explore***, and the sail, which picks up momentum from the radio waves, travels along the path provided by the beam. This scheme works beautifully in theory, but there are some practical difficulties to be ***overcome***. First, the transmitter has to be ***enormous*** and must focus the energy of the beam on the fishnet as the fishnet accelerates. Second, the fishnet must absorb only a tiny fraction of the radio waves to avoid being vaporized. Third, the probe must carry instruments that are essential to collect information and ***transmit*** signals back to Earth, and these instruments must weigh less than 30g. There are enough problems here to keep engineers busy for several centuries, but one day a ship like this will fly.

6 If the size of the Starwisp were increased by a factor of 1 million, the fishnet would be big enough to carry human passengers to the stars. The radio transmitter to drive it would use far more power than all the power stations on Earth now ***generate***. Some day we may have this much power to spare for voyages of exploration, but not soon. Perhaps around the middle of the third millennium.

A. What do the following words refer to?

1. it (para. 1) : _____
2. one (para. 1) : _____
3. this (para. 2) : _____

B. Find the words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. force (n.) (para. 2) : _____
2. increases speed (v.) (para. 5) : _____

C. Mark the following statements as (T) True or (F) False.

T F 1. A spacecraft traveling at a speed of 160 km a second can reach Pluto in 16 days.

T F 2. Neither solar energy nor nuclear energy would provide enough power to travel around our solar system.

T F 3. To enable a trip to the stars within a human lifetime, a spacecraft should be able to travel faster than 16,000 km a second.

T F 4. Both a manned spaceship and an unmanned space probe going to the stars would need the same amount of power.

T F 5. Even if all the energy generated on Earth now were used, the project of carrying people to the stars could not be realized.

D. Answer the following in your own words.

1. Why do politicians object to nuclear spacecraft?

_____

_____.

2. What difficulty would engineers face if they succeeded in building a small and powerful engine?

_____

_____.

3. What is the role of the radio beam in Forward's Starwisp?

_____

_____.

4. What would happen to the fishnet if it absorbed a great fraction of the radio waves?

_____

_____.

5. What two functions should the instruments on the probe serve?

a) _____

b) _____.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Look them up in your dictionary and write the meanings used in the text.

Word	Meaning
require (v.) (para. 1)	
concern (v.) (para. 2)	
available (adj.) (para. 2)	
accelerate (v.) (para. 3)	
remain (v.) (para. 3)	
design (v.) (para. 5)	
explore (v.) (para. 5)	
overcome (v.) (para. 5)	
enormous (adj.) (para. 5)	
transmit (v.) (para. 5)	
generate (v.) (para. 6)	

B. Fill in the blanks with the correct forms of the words from part A. Use each word only ONCE.

Interstellar space travel is unmanned or manned travel between stars, though the term usually denotes the latter. Many scientific papers (1)_____ this issue have been published. NASA, too, has been (2)_____ the topic for several years, and has accumulated a number of theoretical approaches. Although it seems possible, interstellar travel poses a number of difficulties. The difficulties seem tractable, but significant engineering advances such as automated self-repair are needed to ensure survival.

Interstellar travel designs fall into two categories. The first, slow interstellar travel, takes a great deal of time, longer than a human lifespan. The second, fast interstellar travel, assumes that the difficulties above can be (3)_____. The possibility of starships that can reach the stars quickly (or at least, within a human lifespan) is naturally more attractive. However, this may only be possible when man is able to travel faster than light. "The basic problem is that getting to the stars in a reasonable time takes a very high velocity, and therefore an (4)_____ amount of energy, no matter how you do it," says Jordin Kare, a technical consultant on advanced space systems based in Seattle, Washington. Unfortunately, there is no technology (5)_____ to surpass the speed of light. This (6)_____ some sort of spacecraft propulsion (force, power) technologies. One way to do interstellar propulsion could be using beamed momentum–using the pressure of a laser beam or microwave beam to (7)_____ the spacecraft to high velocity. But the problem is that a large amount of laser power must be (8)_____ for the vehicle during the mission. Unfortunately, the interstellar propulsion systems having been (9)_____ so far do not seem to have solved this problem. Another way to (10)_____ the energy enabling an interstellar flight could be by using fusion and antimatter. Experiments toward developing a fusion propulsion system are underway at NASA's Marshall Space Flight Center in Alabama. The amount and efficiency of the energy released by fusion make it a good candidate for interstellar travel. Antimatter technology is in its infancy, but is rapidly growing.

In brief, traveling from one star to another in less than a lifetime may seem extremely remote, but we must remember that just 100 years ago, people were still riding their horses to go somewhere. Therefore, we have to (11)_____ open to new discoveries that may take place in the future.

133 China Works To Put Astronauts In Orbit

1 Even as Americans question the purpose of manned space flight after the loss of the space shuttle Columbia, **the world's newest space power**, China, is recreating the glory days of Apollo. China is planning to send its first astronauts into ***orbit*** on its Shenzhou spacecraft. When their re-entry capsule parachutes back into the grassy steppes of Inner Mongolia, the Chinese hope they will beat American and Soviet records for the number of men, length of time in orbit and complexity of operations on a first manned voyage in space. China plans to have two or three astronauts aboard for the first flight, while America and Russia put one man in orbit on their first tries. However, China's aims go far beyond low-earth orbit. Beijing is ***pursuing*** multibillion-dollar programs to construct a space station and explore the moon. Its scientists are energetically, if still dreamily, planning a colony on Mars. China's leaders hope that their success in space will foster technological ***advances***, enable China's place to be at the peak of military power and boost the popularity of the governing party, which still faces enormous social and economic problems.

2 According to Zhang Houying, a scientific director of the Shenzhou program, "Space technology does not belong to only the rich countries. We intend to be in this race, too. However, in science there is only a No. 1 and no No. 2. We would like to take the lead in ***contributing*** to mankind."

3 China's space program, controlled by the military, has long been kept secret. The program's managers do not reveal their budget, ***launch*** details about the flight, or the names of the 14 astronauts in training at a guarded complex outside Beijing. Yet, the country's top officials make it clear that they intend to ***challenge*** the United States in space, where it has faced little competition in manned space flight since the collapse of the Soviet Union. Chinese officials argue that the United States has wasted wealth and energy on the complex and risky Columbia shuttle. In their eyes, **that** gives them a chance to catch up although they are at least a generation behind in space technology. China intends to reach the moon by 2010. Some moon enthusiasts make fun of the American moon landing in 1969, saying that they will do more than "plant a red flag and pick up rocks." Officials say they aim to ***exploit*** the moon's resources. They want its ***apparently*** abundant supply of helium-3, a rare isotope on earth that some scientists believe may prove to be a clean fuel of choice when used in special nuclear fusion reactors. "We've got to seize this moment when other countries have no plan to return to the moon," Luan Enjie, the head of China's National Space Administration, told the New China News Agency on March 14. The cost of these efforts is ***incredible*** for a developing country, even **one** with a decade-long past of rapid economic growth. Foreign experts estimate China's annual spending on space programs at $1.3 billion to $3 billion. While this is no more than one-fifth of NASA's budget, **it** is at least 10 times the amount Russia spends on its much-***depleted*** space program. China is sure that it will soon take the lead in the space league because so much effort, time and money is being put into their long-awaited program.

A. What do the following refer to?

1. the world's newest space power (para: 1) : _____
2. that (para. 3) : _____

_____

3. one (para. 3) : _____
4. it (para. 3) : _____

B. Fill in the blanks with the information from the text.

1. On its return, China's Shenzhou spacecraft will break both America and the Soviet Union's first manned-voyage records in (a)_____ _____, (b)_____ _____ and (c)_____ _____.

2. Unlike America and Russia, China wants to send _____ in its first manned trip to space.

3. The Shenzhou program managers refuse to inform the public about (a)_____, (b)_____ or (c)_____.

C. Answer the following questions.

1. Why do some Chinese make fun of the US moon landing in 1969?

_____

_____.

2. Where is China planning to use helium-3?

_____

_____.

D. Mark the best choice.

1. Which of the following is **NOT** one of the expected results of China's space accomplishments?

   a) Technological development.
   b) Assisting the US to set up a colony on Mars.
   c) Increasing the popularity of the party in power.
   d) A powerful China in terms of its military.

2. Which of the following is **FALSE** according to the text?

   a) China intends to set up a space station on the moon.
   b) China is hoping to take the lead in space programs.
   c) The Soviet Union is America's only rival in manned space flights.
   d) These days, China is the only country making plans about going to the moon.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with the definitions. Put the letters on the lines provided.

____	1. orbit (n.) (para. 1)	a)	progress or improvement
____	2. pursue (v.) (para. 1)	b)	rocket sending
____	3. advance (n.) (para. 1)	c)	try to achieve or obtain over a period of time
____	4. contribute (v.) (para. 2)	d)	use something for benefit
____	5. launch (n.) (para. 3)	e)	used up or reduced
____	6. challenge (v.) (para. 3)	f)	clearly, evidently
____	7. exploit (v.) (para. 3)	g)	path of a planet, satellite or the moon
____	8. apparently (adv.) (para. 3)	h)	unexpectedly large or great
____	9. incredible (adj.) (para. 3)	i)	invite somebody to compete
____	10. depleted (adj.) (para. 3)	j)	help bring about a result

B. Fill in the blanks with the correct form of the words from part A. Use each word only ONCE.

After its first successful manned space mission on its Shenzhou spacecraft, China now wants to send up a permanently inhabited space station into (1)_____. Officials haven't announced any (2)_____ details about the flight yet. Some ordinary Chinese have criticized the (3)_____ cost– having totaled $2.2 billion so far– of the manned space program in a country where the average person makes just $700 a year. They have also blamed officials for the (4)_____ national resources resulting from the work done on the program. However, government officials insist that China has sound reasons to (5)_____ such a costly goal. Xie Mingbao, director of the China Manned Space Program Engineering Office admitted (6)_____ national resources to achieve their goal but he added that successful space programs would bring about (7)_____ in chemistry, electronics and new high-tech materials, which may in turn hold military benefits. "The ability to dock spacecraft, for example, requires very precise manufacturing and quality control for motors, controls, etc. These capabilities would affect the missile production. However, the public (8)_____ is not aware of this," he said. He added that his government was also willing to cooperate with and (9)_____ to other space programs such as the International Space Station (ISS) despite the American unease about providing a communist dictatorship a place on board. "Our ambitions are modest. We are not actually planning to catch up with the (former Russian) Mir space station or (10)_____ the United States in space. We have just started to develop our space program," Xie said.

134 ROSWELL: THE WHOLE STORY

1 Many years ago, an incident occurred in the southwestern desert of the United States that could have significant implications for all mankind. Sometime during the first week of July 1947, a local New Mexico rancher, Mac Brazel discovered a ***considerable*** amount of unusual debris scattered over a large area. Some of the debris had strange physical properties. He took a few pieces to Roswell Army Air Field. Shortly after becoming ***involved***, the military closed off the area for a number of days and retrieved the wreckage. On the morning of July 8, 1947, Colonel William Blanchard ***issued*** a press release stating that the wreckage of a "crashed disk", UFO, had been recovered. The press release was ***transmitted*** over the wire services in time to make headlines in over thirty U.S. afternoon newspapers that same day.

2 Within hours, a second press release was issued from Army Air Field in Texas, 400 miles from the crash site. It rescinded the first press release and claimed that Colonel Blanchard somehow incorrectly ***identified*** a weather balloon and its radar reflector as the wreckage of a "crashed disk." One of those two press releases had to be untrue. There is now solid testimony from numerous credible military and civilian witnesses who were directly involved, that the "crashed disk" press release issued by Colonel William Blanchard was true and that the ***subsequent*** "weather balloon" press release was a hastily made up cover story. An important witness was a retired Lieutenant Colonel, a highly competent individual and one of the first two military officers at the actual crash site. He stated that it was not a weather balloon, nor was it an airplane or a missile, and that ***recovered*** material was not of terrestrial origin.

3 The testimony of a nurse working at the base hospital at Roswell leaves little doubt about the incident. She said that she had been called in to assist two doctors who were doing autopsies on several small non-human bodies. Due to her testimony, like many other witnesses, she was ***threatened*** by the military. Then, she was transferred to England.

4 Despite the fact that there has been publicity about the Roswell case since 1980, the mainstream media has not ***pursued*** the story. Two factors stand out for this. The first is that of a negative mindset. Human nature tends to resist anything that challenges our preconceived perceptions of reality. In most cases, such an attitude serves us well and manifests itself as healthy skepticism. The second and most damaging factor is ridicule. Unfortunately, UFOs have long been associated with tabloid stories and hoaxes. In addition, people tend to put UFOs in the same category as ghosts, mysticism, magic, and other forms of the supernatural. As a result, anything even remotely related to the area of UFOs is a difficult subject to bring up without risking a loss of credibility. Consequently, members of the mainstream media rarely approach the subject and ***treat*** it with much less degree of seriousness or depth. No one wants to make himself an easy target for cynicism or ridicule.

5 Agencies such as the CIA have refused to cooperate with investigators. Why the U.S. government defiantly maintains that there is nothing to the UFO phenomenon and why it would want to withhold evidence of extraterrestrial intelligence remain a matter of ***speculation***. Three possible reasons have been suggested: fear of mass panic, perceived national security problems, and concern about offending religious groups.

6 Despite the media's inattention to the matter, and contrary to what the U.S. government would like people to think, Roswell is not a figment of someone's imagination or the product of modern folklore. It involves real people and a real event. It involves an issue of great magnitude, an issue that should transcend domestic politics and that demands an explanation. It is time to lay the cards on the table so that this matter can be resolved, one way or the other.

A. Find the words in the text that mean the following. Write only ONE word and do not change the form of the word.

1. following (adj.) (para. 2) : _____
2. tried to discover information about (v.) (para. 4) : _____
3. attitude, way of thinking (n.) (para. 4) : _____
4. shows (v.) (para. 4) : _____
5. importance, significance (n.) (para. 6) : _____

B. Answer the following questions.

1. According to the second press release, what was the mistake Colonel Blanchard had made?

_____

_____.

2. What is the biggest fear of newspapers that prevents them from dealing with subjects such as UFOs?

_____

_____.

C. Mark the best choice.

1. Which of the following is **NOT** true of the writer's approach to the incident in Roswell?
   a) He thinks it is an issue that concerns the whole of humanity.
   b) He suggests that this matter should somehow be settled.
   c) He sympathizes with the attitude the US government has adopted regarding the incident.
   d) He believes in the reality of a UFO having crashed in Roswell.

D. Fill in each gap below with suitable information from the text.

* In the summer of 1947, in the southwestern desert of the US, a local rancher found a large amount of debris. Because some of it (1)_____ _____ he took part of it to Rosewell Army Air Field. After the debris and the area were examined, a U.S. Colonel announced the recovery of (2)_____. This news item made headlines in many newspapers.

* Apart from the Colonel, a second important witness whose testimony proves the second press release false was a(n) (3)_____. She said that she helped two doctors to (4)_____. This testimony made the military angry, so they (5)_____ _____.

* The U.S. government still rejects the possibility of a UFO crash in Roswell and refuses to reveal (6)_____. Some people think that this attitude of the government can be attributed to (7a)_____ _____, (7b)_____, and (7c)_____.

VOCABULARY PRACTICE :

The following words are italicized in the text. Fill the gaps with the words from the box below. Do not change the form. Use each word only ONCE.

threatened	**involved**	**subsequent**	**pursue**
transmitted	**speculations**	**considerable**	**treated**
identify	**issued**	**recovered**	

The Rendlesham Forest incident occurred over a three-day period in 1980 and has become known as the British version of Roswell, the incident in which an alien spacecraft was (1)_____ after crashing near the town of New Mexico in 1947. The strange sighting started on December 26th and like Roswell, it happened very close to military bases, RAF Woodbridge and RAF Bentwaters which were being used by the USAF at the time.

A flying object of a (2)_____ size was seen in the area and at first, servicemen thought it was a fallen aircraft. On entering Rendlesham Forest, they saw many strange lights moving through the trees, as well as a blinding light from an object that they could not (3)_____. Some US airmen claim to have seen a "conical metallic object" suspended in a yellow mist hovering over a clearing in the trees, with a pulsating blue and red circle of light above it.

One eyewitness claimed to have seen a triangular landing gear. The servicemen said that the object was clearly aware of their presence and backed off, forcing them to give chase. Later the servicemen were found in a dazed state, and local reports said that local farmyard and domestic animals had been behaving in a possessed state of fear and panic.

The airmen said they had been (4)_____ and ordered to sign documents that vowed their silence. One even claimed to have been forced to sign a document claiming the UFO was a lighthouse beam. Some reports suggest that the ones who were (5)_____ were reportedly ordered to stay quiet with the warning "bullets are cheap".

Some local reports suggest that "small beings with domed heads" left the craft, and Commander Gordon Williams, who was in command of both air bases, claimed to have (6)_____ messages to the aliens.

The next morning, the servicemen returned with radiation detectors and found three small impressions that were radioactive. Later that night the lights returned, and nearby civilians saw a

bright red light moving in the forest. It has been claimed that the incident was videoed by the USAF, but so far no video tape has been produced as evidence.

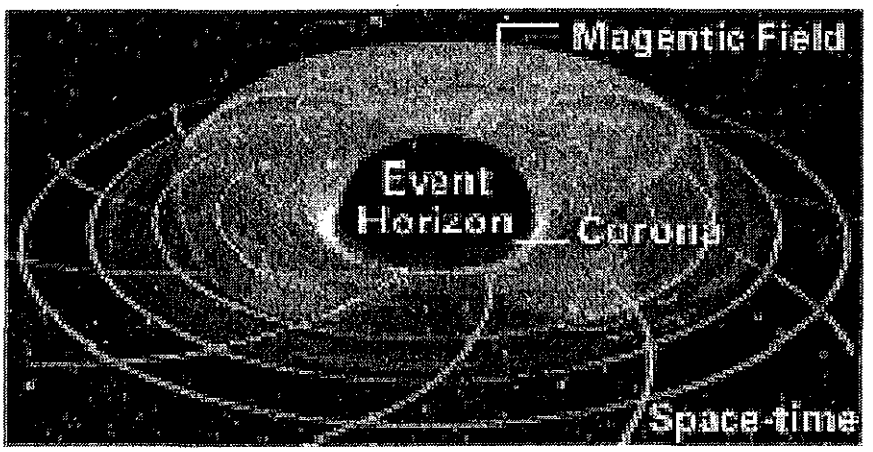
Deputy Commander of Bentwaters Air Base, Lt. Col. Charles Halt (7)_____ the following report to the Ministry of Defense: "The object was described as being metallic in appearance and triangular in shape, approximately three meters across the base and two meters high. It illuminated the entire forest with a white light....As the patrol men approached the object, it moved through the trees and disappeared. The next day, three depressions were found where the object had been sighted on the ground...." The details of this report except the part of Lieutenant-Colonel Charles Halt's testimony, which was (8)_____ as a threat to National Security, reached the public one and a half years later.

There were several (9)_____ as to what had happened. Many of the local residents believed that what the servicemen had seen was the light house. The coastline nearby was slightly lower than the surrounding area creating the impression of a light hovering above the ground.

Some locals also believed the "landing marks" to be "rabbit diggings" and the burn marks in the trees were axe cuts indicating the trees were ready to be felled. To confuse matters (10)_____ meteor sightings were also reported in the area.

People did not dare to (11)_____ the Rendlesham Forest incident. Many of them gave credibility to the lighthouse theory. Surely the servicemen knew the direction of the lighthouse or did they.....

135 BLACK HOLES



Anatomy of a Black Hole

1 Although the idea of a black hole is far from new, the idea that astronomers take black holes seriously is very new. If you had presented a paper at the American Astronomical Society in, say, 1975 and insisted that there are black holes, that there's one at the center of most galaxies, and that there may be 10 million of them floating around our own galaxy (the Milky Way), you would probably have been dismissed by polite coughs and rolling eyeballs. But if you were to stand before **the same audience** today and insist the opposite — that none of those things is true — you'd be even less politely dismissed.

2 Black holes are a good example of two truths of science. First, most of what we swear scientifically ***accurate*** today will be proved wrong within a couple of decades. Second, the advancement of science works so well because it is so willing to be proved wrong. Still, science requires an interesting kind of faith. We're asked to believe that black holes exist, even though no one has ever ***observed*** them directly. Likewise, no one has seen an electron or a quark or a proton or a neutrino. We assume such subatomic particles exist because of mountains of experimental evidence, but we don't have instruments sensitive enough to pick **one** up and stare at it.

3 We say a black hole is black because absolutely nothing, including light, escapes from it. You wouldn't even know if one silently moved right into our solar system (although astronomers would notice its effects), except that it would have already pulled Earth well out of its orbit and onto a path of doom. But we would be happy to do without **that kind of proof.**

4 In the heart of MCG—6-30-15, which is a galaxy 130 million light-years away, there is a hole. It's as big as the orbit of Mars. Into this hole, stars and star-stuff are always falling — a lot of stuff, the equivalent to the mass of 100 million suns so far. From this hole nothing escapes, not even light. It is perfectly black, like the mouth of a long tunnel. If you got into a spaceship and put it into orbit around this perfect blackness, you would find, once you got close enough, that you were no longer in control. You would be swept along by an irresistible current, not of swirling gas or stardust but of space-time itself. That's because this black hole in MCG—6-30-15 is spinning. And as it spins, it drags space-time around with it at nearly the speed of light. The space-time around this giant hole is twisted up like a whirlpool.

5 No spaceship has been there to check it out, of course. And none of this is directly ***visible*** from Earth. However, if you look at the galaxy with a special kind of telescope, it comes alive. As gas falls toward the central black hole, before it disappears from the universe forever, it becomes so hot that it emits X- rays, which astronomers can collect and plot on a spectrum.

6 A black hole is, according to Einstein's theory of relativity, a never-ending implosion, which is an inward explosion. It is not just a star that is dark; it is a ***considerably*** deep hole in four-dimensional space-time. It forms when a huge object implodes and shrinks below a certain size, and then keeps on imploding until all that mass is concentrated in a singularity—a point far, far smaller than a subatomic particle. At that point, space-time ends, and the pull of gravity becomes limitless.

7 Think of a black hole not just as a place where gravity is extremely strong but also as a place where the space-time fabric is continuously being pulled into. If you were to watch from a spaceship as a clock fell into a large black hole, you would see it ticking slower and at some point it would stop altogether. If your poor friend carrying the clock were to shine a blue light back towards you, you would see the light waves getting stretched out like the ticks of the clock. However, your doomed friend would be completely unaware of this; to him his clock and his blue light would be behaving normally. (That's relativity.) He would fall into the black hole without noticing **a change**. Your ***desperate*** signals to tell him to turn back would follow him into the hole, and he would receive **them** without difficulty. Perhaps he might answer with some blue flashes of his own. But that last message would never reach you. Inside the hole, space is so curved that no paths out exist, even for light. So, darkness would close over your friend. You would not see his fate—to be ripped into millions of pieces as he ***approached*** the final point. So that is a black hole: a place where the future leads only inward, with nothing but ***disastrous*** results.

(From 'Black Holes Spin?' *Discover* Vol. 23 No. 7)

A. What do the following refer to in the text?

1. the same audience (para. 1) : the audience at _____
2. one (para. 2) : _____
3. a change (para. 7) : a change in _____
4. them (para. 7) : _____

B. Mark the best choice.

1. 'that kind of proof' (para. 3) refers to the fact that _____.

   a) astronomers would notice the effects of a black hole
   b) a black hole silently moved right into our solar system
   c) absolutely nothing, including light, escapes from a black hole
   d) a black hole would have already pulled Earth well out of its orbit

2. Which of the following is **FALSE** according to the text?

   a) While the black hole in MCG—6-30-15 is spinning, it pulls everything in it, including space-time.
   b) The total mass of everything that has fallen into the black hole in MCG—6-30-15 until now is about as big as 100 million suns.
   c) There is a black hole the size of Mars in a galaxy called MCG—6-30-15, which is 130 million light-years away from Earth.
   d) Any object that gets caught into the strong pull of a black hole is doomed to implode to a size much smaller than that of a subatomic particle.

3. It can be inferred from the text that _____.

a) in the last two decades astronomers have been able to detect black holes that have entered our solar system
b) there may be no such thing as an electron, quark or a proton as no one has ever observed them
c) everything we believe to be true today will definitely be proven wrong in the future
d) anything that falls into the black hole has no future because it is torn into pieces.

C. Fill each gap with appropriate information from the text.

* Astronomers are able to (1)_____ which are emitted by gas falling toward the central black hole before it (2)_____ _____.

* Space-time ends when the mass of a huge object is (3)_____ _____ as a result of continuous implosions.

* Inside a black hole, the gravity is (4a) _____ and there is a continuous pull on the (4b)_____.

* Messages sent by a person approaching the final point inside a black hole would never reach us because inside a black hole there aren't (5)_____ _____. This is due to the fact that (6)_____ in there.

VOCABULARY PRACTICE:

A. Each sentence in column A below needs a noun or a noun phrase. Read each sentence, from column B find the noun or phrase that logically completes it and write it on the line provided. For some sentences there may be more than one answer.

A	B
1. Fine Guidance Sensors (FGS) are primarily used to keep a telescope correctly pointed during an observation but can also be used to carry out **accurate** _____.	**lower prices**
2. Astronomers can **observe** _____because it draws in gases which astronomers can see and thus prove that they do indeed exist.	**effects**
3. A coma, the loss of power in the arms and legs, and speech impairment are the most **visible** _____ of brain injury.	**measurements**

4. In Kazakhstan, key raw materials and energy supplies can be obtained at **considerably** _____ than in European countries.	**adulthood**
5. The relief workers' struggle to get aid to Pakistanis suffering in the aftermath of the earthquake and their **desperate** _____ for survivors continues day and night.	**a black hole**
6. Facilitating young people with emotional and behavioral difficulties as they **approach** _____ is not easy for most parents.	**signs**
7. Hunting the most commercially viable and often the largest fish in the Arctic region can have **disastrous** _____ on species lower in the food chain, ultimately leading to an ecosystem breakdown.	**search**

B. Now write new combinations using the words in column A.

1. accurate _____, _____, _____.
2. observe _____, _____, _____.
3. visible _____, _____, _____.
4. considerably _____, _____, _____.
5. desperate _____, _____, _____.
6. approach _____, _____, _____.
7. disastrous _____, _____, _____.

Environment

136 WHY MOTHER NATURE SHOULD LOVE CYBERSPACE

Working, reading and shopping on-line will save fuel and preserve forests.

1 A massive environmental catastrophe is predicted, but help arrives in the form of new and utterly unexpected technology. Think for a minute: Is there a technology right under our noses that will make many of our own environmental fears **moot**? Yes, there is. It is called the Internet. According to scores of studies, the dotcom revolution is already starting to have a **profound** impact on the way industry affects our world.

2 In the past two years alone, here's what has happened: more people are working from home; companies are using business-to-business (B2B) web-sites to coordinate **their supply chain** more efficiently; inventories are lower, meaning warehouses are emptier; and although the paperless office has failed to arrive, on-line habits are reducing paper needs by millions of tons. "We're still going to have to clean up the environment," says Joseph Romm of Washington's Center for Energy and Climate Solutions. "But the Internet is allowing a type of growth that uses energy and resources better."

3 You may laugh at the idea: Am I really going to save the planet by buying books on Barnesandnoble.com rather than Barnes & Noble at the mall? Actually, you just might. A book ***purchased*** on-line costs about one-sixteenth the energy of **one** bought in the store. For starters, it takes about 0.4 liter of fuel to ship an average 1.1kg book, whereas your average trip to the mall uses up 3.8 liters of gas. One minute spent driving, in general, uses the same amount of energy as 20 minutes' worth of time sitting at home with your computer.

4 Then there's all that waste from real-world stores, which need heating and lighting. On-line retailers, who employ nothing but warehouses, have about eight times the number of sales per square foot of space used. According to the Organization for Economic Cooperation and development, the Internet could make 12.5% of retail shop space **superfluous**. That would save around $5 billion worth of energy every year. For everything you buy with a point and a click, the planet thanks you.

5 The same goes for each newspaper magazine, catalog and phone directory you read on-line. A study by the Boston Consulting Group says this year the Internet will reduce worldwide demand for paper about 2.7 million tons a year, and this is going to happen despite the fact that we're actually using more paper in our offices than ever. So where do the savings kick in? Well think about all those letters to Grandma you would send by post if it weren't easier to e-mail her, or newspapers. Worldwide, $27 billion in advertising will be siphoned away from your daily read and onto the Internet during the next five years, according to Forrester Research. That includes the 15% of all classified ads—cars, homes and lonely hearts—that are moving on-line. Your Sunday paper may never feel quite so weighty again.

6 Consider the tremendous savings now that millions of us are able to work from home—or at least, dial into the office more than we drive there. After all, your refrigerator's always on; the heating is always on in the winter. You might as well be there, especially with lightning-fast broadband Internet connections. In the past three years there has been a 12% increase in the number of home-run businesses in the US. Our firms may soon be grateful for the time we spend telecommuting. Some are already regulating electricity in their offices remotely, darkening unused areas and saving a ton of cash on energy bills.

7 The ***ease*** of e-commerce can be a curse, though. If you demand overnight shipping on books, it'll take six times the amount of fuel to get them to you as would normal delivery, thanks to jet-fuel costs. But environmental groups welcome the Net's energy ***efficiency***. "Almost anybody who uses the Internet on a regular basis will feel the savings occurring," says Ned Ford of the Sierra Club's energy committee, who thinks of malls and offices as an unpleasant ***threat*** that, all of a sudden, got cleaned away.

(BY CHRIS TAYLOR)

A. What do the following refer to?

1. their supply chain (para. 2) : the supply chain of _____
2. one (para. 3) : _____

B. Mark the best choice.

1. If something makes our fears **moot** (para. 1) it probably causes them to _____.

   a) come true
   b) get more serious
   c) become less intense
   d) be widely accepted

2. **Profound** in para. 1 probably means _____.

   a) weak
   b) great
   c) petty
   d) negative

3. **Superfluous** in para. 4 probably means _____.

   a) unnecessary
   b) insufficient
   c) wasted
   d) unexpected

C. Mark the following statements True (T) or False (F).

T F 1. Paper needs have been drastically reduced because new technology has created paperless offices.

T F 2. The energy used within a period of 20 minutes in front of a computer is equal to the amount spent driving for one minute.

T F 3. The demand for paper will probably be about 3 million tons this year.

T F 4. In the following years, only 15% of classified adds will still be published on paper.

T F 5. Environmental groups support the use of the Internet because it helps save energy.

D. Answer the following questions.

1. Write two benefits of running businesses from homes?

   a) _____

   b) _____.

2. What is the only disadvantage of e-commerce mentioned in the text?

   _____

   _____.

VOCABULARY PRACTICE :

The following words are italicized in the text. Use a dictionary to write the appropriate definition for the context and its different forms and then use the most suitable form to complete the sentences given.

Word	Definition	Different Forms
purchase (v.) (para. 3)		

1. The main advantage of _____ online insurance is being able to compare the insurance quotes of many companies. Moreover the online method gives the insurance company little chance to influence your decision.
2. Fragrances can be a difficult _____ to make online because you can't try them out and smell them yourself.
3. Buy-site is a browser-based application that allows both professional and casual _____ to browse and search an online catalog of 4._____ items.

Word	Definition	Different Forms
ease (n.) (para. 7)		

5. Manufacturers try to design user-friendly products and packaging because the _____ of use is important to the average user in the target market. They are well aware of the fact that if the product is 6._____ to use, it attracts more consumers.
7. Macromedia Breeze is a rich web communication system that lets you instantly reach your audience. Breeze provides full support for conducting large online seminars, enabling you to _____ get your message out to a wide audience without the costs and logistical problems of in-person events. It also enables you to record your meetings which will 8._____ your search for future reference.

Word	Definition	Different Forms
efficiency (n.) (para. 7)		

9. Big businesses are investing millions of dollars to get ready to put computers into more of your everyday life. By means of computers, you can use your time and money more _____. Although this jump to the future carries a promise of 10._____, it has the potential to invade your privacy like never before.
11. Un-insulated roofs and exterior walls, and leaky windows and doors are some of the biggest sources of energy_____ in the houses. By insulating your house and by installing plastic film on windows you can make your house more energy 12. _____.

13. _____ heated and badly insulated housing contributes both to fuel poverty and climate change, and causes social, economic and environmental damage.

Word	Definition	Different Forms
threat (n.) (para. 7)		

14. The spread of AIDS has been and continues to be a major concern worldwide, but an even greater _____ with regard to international security, may well be avian influenza or bird flu.

15. The spread of the virus among migrating birds still doesn't pose the same public health _____ as the potential spread among people. Most flu experts agree that the most likely way for the bird flu to 16. _____ people will occur if the virus gains the ability to jump from person to person.

17. People with the most virulent type of the bird flu virus may develop life _____ complications, particularly viral pneumonia and acute respiratory distress, the most common cause of bird flu-related deaths.

137 AFRICA'S DRY LANDS

1 Within the last century, 25 countries in Africa have faced severe food ***shortages*** as a result of the extended drought. The reduced capacity for food production has been catastrophic for a population of over 200 million people, some of whom have died of starvation. Among the survivors, especially the children and young people, many will ***suffer*** impaired health for the rest of their lives. In order to ***ease*** the pain of these people, the international community brought in emergency aid, both in the form of food supplies and of technical assistance in rehabilitating drought victims. However, the drought ***hazard*** in Africa is expected to continue, recurring at unpredictable intervals. It cannot be ***overcome*** by one-time massive injections of emergency aid. A long-range strategy, which is capable of being realized under the given ***constraints*** of these impoverished and fragile regions, must be developed. The reason for this is the fact that droughts and famines, which have swept over Africa many times and are likely to strike again, are not sudden natural disasters. Nor are **they** simply caused by lack of rainfall. They are the end-results of a long ***deterioration*** in the ability of Africa to feed itself, a decline caused largely by mistakes and mismanagement — both inside and outside the continent.

2 As Lloyd Timberlake, whose latest book, *Africa in Crisis,* has proved to be a great success, puts it, Africa has "taken too much from its land. It has overdrawn its environmental accounts," and the result for much of the continent has been "environmental bankruptcy." What Timberlake calls "environmental bankruptcy" has come about as a result of a complex process of land degradation whereby the biological potential of the continent along with its ability to support populations is significantly ***diminished.*** Desertification is the term used to refer to this process. Its main causes are drought, desiccation, and human activities. Drought is protracted, or delayed rainfall. Its duration is usually short-term, one to two years. In ecological terms, it is a dry period from **which** an ecosystem often ***recovers*** rapidly after the rains return. Desiccation is a ***process*** of aridification resulting from a dry period lasting for decades. Human activities include overcultivation, overgrazing, deforestation, poor irrigation practices, and any other ***inappropriate*** land use and human management of ecosystems.

3 Nowhere in Africa are the ***effects*** of desertification felt much as in the arid, semi-arid and sub-humid lands. These dry lands lie mostly along the fringes of the two great deserts in the continent, the Sahara and the Kalahari. Here the average annual rainfall is between 100 mm and 600 mm. Dry lands in Africa, including the hyper-arid deserts, comprise 1,959 million hectares or some 65 percent of the continent and about one-third of the world's dry lands. It has been estimated that as much as 34 percent of the surface area of Africa is under the ***menace*** of desertification. This is equivalent to four-fifths of the arid and semi-arid areas of Africa. Desertification mainly ***affects*** three areas of the continent, namely, Mediterranean Africa, the Sudano-Sahelian region and south of the Sudano-Sahelian. In sub-Saharan Africa and in particular the arid and semi-arid areas, one of the foremost causes of desertification is drought. Almost every year, there is drought in some part of Africa. With each drought cycle, dry land degradation increases. The Sudano-Sahel region has experienced unpredictable and severe droughts, the most recent of **which** has lasted almost 20 years. This is called desiccation.

4 Other important causes of environmental degradation in Africa include the rapidly increasing human and animal population pressure and soil erosion. The human population in Africa's arid and semi-arid areas has doubled in the past three decades to nearly 400 million and continues to expand at a rate of 3 percent a year, which means that the continent's natural resources must feed an additional 12 million people every year. As regards the continent's precious top-soil, it is being lost at an incredible rate. In Ethiopia alone, an ***estimated*** one billion tons of top-soil is lost each year, as compared to four billion tons in the United States, which is several times as big as Ethiopia's area of cropland. Thus, it can be seen that the situation in Africa is deteriorating rapidly and that unless serious measures are taken, it will be even worse in the future.

(by Michael Bernard Kwesi Darkoh)

A. What do the following refer to?

1. they (para. 1) : _____
2. which (para. 2) : _____
3. which (para. 3) : _____

B. Find the words in the text which mean the following. Write only ONE word and do not change the form of the word.

1. happening or occurring again (v.) (para. 1) : _____
2. borders (n.) (para. 3) : _____
3. consist of, cover (v.) (para. 3) : _____

C. Mark the following True (T) or False (F).

T F 1. It is possible to find a long-term solution to the problem in Africa with a massive injection of emergency aid.

T F 2. Human activities which bring about desertification are inappropriate land use and human management of ecosystems.

T F 3. Desertification threatens about a third of the African land mass.

T F 4. In the arid areas of the continent desertification is often caused by drought.

D. Mark the best choice.

1. Which of the following could **NOT** be cited as a reason for droughts and famines?

   a) insufficient aid in the form of food and technical assistance
   b) internal as well as external maladministration
   c) inadequate amount of rainfall
   d) inability of Africa to nourish its people

2. In his book *Africa in Crisis*, Lloyd Timberlake employs mainly _____ terms to draw attention to an unwise management of Africa's ecosystems.

   a) ecological
   b) biological
   c) environmental
   d) financial

3. Which of the following is **TRUE** according to the text?

   a) Desiccation does not last as long as drought.
   b) It does not rain in the drylands in Africa.
   c) Very rarely is there a year when there isn't drought somewhere in Africa.
   d) The amount of top-soil lost in Ethiopia each year is four times as much as that in the United States.

VOCABULARY PRACTICE:

The following words are italicized in the text. Fill in the blanks with the words from the list below. Do not change their forms and use each word only ONCE.

menace	**affected**	**estimated**	**hazard**	**effects**
process	**suffered**	**diminish**	**constraints**	**deteriorate**
shortages	**ease**	**recover**	**inappropriate**	**overcome**

In recent years drought-related famine has killed more people in Africa than in any other continent even though it is only the second driest after Asia. The Sahelian drought of 1973-74, which (1)_____ the semi-arid zone that extended from northern Senegal in the west to eastern Sudan and parts of Ethiopia, marked the beginning of food aid to Africa. The Ethiopian famine of 1984-85, in which a(n) (2)_____ one million people died, provoked an international appeal. Irish musician Bob Geldof and famous American musicians recorded the smash hit song "We are the World, We are the Children" to (3)_____ the pain of famine victims.

In Africa, drought is the single most important natural (4)_____ in terms of shattered livelihoods, starvation, deaths, and nutrition-related diseases. According to a UNDP study, the (5)_____ of drought are "insidious" due to their "creeping nature." Deaths are simply the end result of a destructive (6)_____. During the 1980-2000 period, tens of thousands (7)_____ in just three countries--Ethiopia, Sudan, and Mozambique. Drought-related famine disasters have become the largest (8)_____

_____ to the populations living in these countries.

Why is Africa in such a perilous position? In fact, societies in Africa are more fortunate than those civilizations of the past that collapsed due to problems linked to water because today we have scientific knowledge. This scientific knowledge may not bring an end to drought, but at least it could enable us to (9)_____ vulnerability to drought. However, Africa has not adopted the right policies to (10)_____ the impacts of drought. That is why many analysts say that the famine in Africa is the result of wrong policies, not just water (11)_____. In addition, there are dysfunctional socio-economic systems, which further (12)_____ the situation. Factors such as (13)_____ land use and poor infrastructure can worsen the present state of Africa. This is, in short, another way of saying that Africa is badly governed, and many of the famines in Africa are policy famines. In fact, according to a UNDP report, low financial rates of return, financial unsustainability, and mismanagement are the major (14)_____ that contribute to the present state of Africa's drylands. There are several dryland development projects to help Africa (15)_____ from famine, but it is still generally held that these projects are doomed to fail.

138 NEW THREATS TO THE ENDANGERED SPECIES ACT

1 Ralph Waldo Emerson once posed the question, "What is a weed?" His answer was "A plant whose virtues have not yet been discovered". The simple truth in Emerson's words is at the heart of a renewed ***debate*** over whether the Endangered Species Act—protector not only of familiar and popular birds and mammals but also of 'weeds', 'predators', 'trash fish', and other species whose 'virtues' have not yet been discovered—should be ***amended***. Interior Secretary Manuel Lujan and Agriculture Secretary Clayton Yeutter—in the center of the ***controversy*** over the northern spotted owl and ancient forest logging practices in the Pacific Northwest—have recently said that the Act should be changed to reduce the protection of these species because the development of short-term economic activity is sometimes prevented.

2 Emerson's words are more than the clever musings of a Transcendentalist philosopher. Take, for example, the Pacific yew. A small conifer routinely discarded and burned in clear cutting operations, it was, until very recently, little more than a weed. Now it is recognized as the source of a new chemical compound that has been shown to be highly effective in the treatment of ovarian cancer, a disease that is generally resistant to chemotherapy and that is diagnosed in 20,500 American women every year. The National Cancer Institute last year began ringing alarms about the short supply of the Pacific yew, because this tree—like the spotted owl—is found primarily in the ancient forest of the Pacific Northwest, and the systematic destruction of this forest ***threatens*** both the owl and the yew. Will the 'balance' that Secretaries Lujan and Yeutter want to strike for business include the value of the women cancer patients ***saved*** through this discovery?

3 Admittedly, not every species will have the virtue of providing us with some chemical of extraordinary medical or other economic value, though it is impossible to say which **ones** will and which will not. Nevertheless, there are other virtues to be considered as well.

4 Aldo Leopold, the pioneer conservationist who understood the complexities of ecology better than perhaps anyone else, was less impressed by the extent of our knowledge than by **its limits**. As Aristotle had written twenty centuries earlier, Leopold also recognized that "Nature does nothing uselessly". "The last word in ignorance," wrote Leopold, "is the man who says of a plant or an animal, 'What good is it?'" He went on to ask, "Who but a fool would discard seemingly useless parts? To keep every cog and wheel is the first precaution of intelligent tinkering." The Endangered Species Act is nothing more than a codification of Leopold's "first precaution", a defense against our own shortsightedness, ***ignorance***, and folly.

5 It is noteworthy that neither Lujan nor Yeutter has ever suggested that the present provisions of the Endangered Species Act are stronger than they need to be in order to prevent species loss. Such an argument would have a mountain of contrary evidence against it. Despite notable achievements for some species, the overall record is discouraging. The General Accounting Office concluded in December 1988 that although some ostensibly 'protected' species are ***recovering***, twice as many are declining. Since the Act was passed in 1973, at least 18 American species have already become ***extinct***, triple the number that have recovered. Others, including such prominent species as the California condor and the black-footed ferret, have been unable to survive in the wild despite the Act's protection; their future depends entirely upon the success of last-ditch efforts to breed them in captivity.

6 The red-cockaded woodpecker, an endangered bird that survives primarily on Federal forest land in the Southeast, has experienced a steady ***decline***. West Indian manatees have shown no increase in numbers, despite more than two decades of protection; the only thing increasing is the number of manatees killed annually by Florida fishermen. The story is much the same for Florida panthers, Key deer, sea turtles, Mount Graham red squirrels, and many, many others.

7 Securing the survival of these and other endangered species will require more government spending, more aggressive law ***enforcement***, and stronger—not weaker—laws and regulations. Lujan and Yeutter's proposals to add new 'balancing' provisions to the Endangered Species Act must be recognized for what they are: measures to weaken the already ***inadequate*** protection that species poised on the brink of extinction receive.

A. What do the following refer to?

1. ones (para. 3) : _____
2. its limits (para. 4) : the limits of _____

B. Find words in the text which mean the following. Write ONE word only and do not change the form of the word.

1. thoughts (n.) (para. 2) : _____
2. thrown away, disposed (v.) (para. 2) : _____

C. Fill in the gaps using the information in the text.

1. Lujan and Yeutter believe that the Endangered Species Act sometimes does harm to _____, so certain changes should be made.
2. _____ is a kind of plant that can be used in the treatment of ovarian cancer.
3. _____; therefore, one of its inhabitants, the northern spotted owl, is on the brink of extinction.
4. Aldo Leopold claimed that _____; for that reason, he believed only the foolish and the ignorant would regard a plant or an animal as having no virtue.
5. The writer believes that the Endangered Species Act is a defense of nature against the_____, _____ and _____ of mankind.
6. According to the writer, it is important that Lujan and Yeutter not claim that the current a) _____ are too strong. If they did, there would be b)_____.
7. Apparently, the only way to protect California condors from extinction is to _____.
8. Not only stronger laws and regulations, but also more government funds and _____ _____ are necessary to prevent the extinction of certain species.

D. Mark the statements True (T) or False (F).

T F 1. The Endangered Species Act protects small or unfamiliar species without any obvious benefits to mankind as well as popular ones with known virtues.

T F 2. Even after the Act was accepted, the number of species which has become extinct has continued to increase.

T F 3. Despite all the efforts, the red-cockaded woodpecker has become extinct.

T F 4. Among the species under protection, only manatees have been saved from extinction.

T F 5. The writer believes that the new balancing provisions to the Act suggested by Lujan and Yeutter will provide better protection for endangered species.

VOCABULARY PRACTICE:

A. The following words are italicized in the text. Match them with their definitions. Put the letters on the lines provided.

_____ 1. debate (n.) (para. 1)	a) be a source of potential harm to something
_____ 2. amend (v.) (para. 1)	b) unawareness of something
_____ 3. controversy (n.) (para. 1)	c) no longer in existence
_____ 4. threaten (v.) (para. 2)	d) argument or prolonged discussion
_____ 5. save (v.) (para. 2)	e) get back something lost
_____ 6. ignorance (n.) (para. 4)	f) a decrease in number, amount, value or quantity
_____ 7. recover (v.) (para. 5)	g) revise or alter a bill or legislation
_____ 8. extinct (adj.) (para. 5)	h) failing to reach an expected level or standard
_____ 9. decline (n.) (para. 6)	i) disagreement on a topic
_____ 10. enforcement (n.) (para. 7)	j) activity of making certain that laws are obeyed
_____ 11. inadequate (adj.) (para. 7)	k) stop someone or something from being killed

B. Fill in the blanks with the correct form of the words from part A. Use each word only ONCE.

* The (1)_____ on global warming has been going on for years. Now, it is evident that not only in the Arctic but also across the globe, warming is under way due to rising greenhouse gas emissions. Global warming is increasing because of human (2)_____. Humans' burning carbon-based fuels in cars and industry accelerates global warming. This dangerous warming is most obvious near the poles where it (3)_____ the wild life. Especially polar bears, classified as marine mammals because they spend much of their lives on sea ice, are under threat because of drastic (4)_____ in ocean ice due to global warming. "The polar bear, if not protected, may become

(5)_____," said Andrew Wetzler, the director of the Natural Resources Defense Council.

* Few people realize the importance of plants to ecosystems, societies or economies. When they think of nature, they tend to focus on charismatic animals such as bears, eagles and hummingbirds. Few make the basic connection between bears and the native grasses and berries they eat, or between hummingbirds and nectar-bearing flowers. To (6)_____ plant species or ecosystems, staffing and funding is essential. However, the number of trained specialists in this field is very limited. Funding for research, restoration and conservation is (7)_____ too. In fact, the federal government spends 25 times more to (8)_____ animal populations than it does on plant programs. When it comes to law (9)_____, the situation is even worse. Imperiled plants are half as likely to receive listing protection under the ESA (Endangered Species Act) as imperiled animals. There is no other law that has caused so much (10)_____ as the ESA. It is commonly believed that the ESA has done a lot of damage to the recreation, development and growth of plant species. Therefore, it must be (11)_____ to provide equal protection for plants and animals.

139 ALIENS IN THE PALACE!

Hardy game fish imported from the United States are killing off Japan's native species. Can they be stopped?

1 Tokyo's Imperial Place has always been the crowning symbol of all things Japanese. But these days the 13 moats that surround the palace are an exception. In the past few years alien fish—bluegills and black bass imported from the United States—have invaded eight of the moats, eaten up the native fish and destroyed the ecological order. Last year the Japanese government took decisive action against the invaders, allocating ¥50 million ($450,000) over five years to exterminate them and return the moats to their original state. **Their solution**: once a month, skilled fishermen are hired to cast their nets in the moats.

2 As go the palace moats so goes the country: black bass and bluegills have invaded most ponds and lakes on this island nation. Aside from being big and ugly, the fish are causing considerable havoc on the local ecosystem. They eat the babies of many native Japanese fish, threatening the survival of several species, such as tanago and honmoroko. Earlier this year the Japanese government declared war on the invaders. It formed a panel of experts to analyze the situation and come up with strategies to exterminate the fish. So far little has been done, and the **aliens** continue to win the war of slow destruction.

3 Japan's distress began in 1925 when Tetsuma Akahoshi, a businessman with a fondness for game fishing, brought over 90 black bass from California. Bluegills were reportedly a gift to the crown prince (now the emperor) by the mayor of Chicago in 1960. Nobody knows how the fish wound up in the palace moats, but their spread throughout Japan probably had something to do with the rise of game fishing in the 1970s. Unlike many native species, black bass and bluegills go for lures, artificial insects at the end of a fishing line, **which** makes them a favorite of the fishing-tackle industry. Millions of Japanese were persuaded to drop their lures into the country's hundreds of lakes and ponds. Rather than taking home their catch and eating it, they tended to throw the fish back in the water. The aliens returned the favor by devouring baby shrimps, smelts and eels. As publishing houses brought out dozens of books on black-bass fishing and magazines ran a constant stream of articles on the craze, black bass and bluegills multiplied. "The fishing-tool industry was behind the blackbass boom," says Tomosuke Noda, an outdoor writer.

4 A visit to Lake Biwa reveals just how bad things have become. Japan's largest lake, at 670 square kilometers, used to be filled with native clear-water fish like shrimp, crucian carp and willow gudgeon, but in recent years these populations have fallen. The native catch dropped from more than 8,000 tons in 1972 to 2,174 tons in 2000. Meanwhile experts estimate that the tonnage of black bass and bluegills now exceeds 3,000. In October, the local assembly voted to ban fishing enthusiasts from releasing the aliens among their catch back into the water.

5 Even less is happening on the national level. The National Federation of Inland Water Fisheries Cooperative Association put out a brochure explaining how the fish destroy the ecosystems and suggesting some recipes (black bass cooked in chili sauce). But executive director Minoru Sato admits that more drastic measures are called for. "We need to restore the ecological order before it's too late," he says. A government survey shows that three quarters of Japanese people favor a large-scale effort to eliminate the imported species.

6 "I used to catch 20 kilograms of shrimps on a good day," says Ikuo Sato, a 72-year-old fisherman standing at Lake Izunuma. "I now see just a couple of them in my net—a pitiful sight." Sato mourns the loss of ebi-mochi, a dish of pounded rice and lake shrimp, seasoned with soy sauce. "I feel sad every time my family makes our old favorite dish," Sato sighs. "These days, we have to use packaged shrimps bought from shops."

(By Hideko Takayama, *Newsweek*, Dec. 9, 2002)

A. What do the following refer to?

1. Their solution (para. 1) : The solution of _____
2. aliens (para. 2) : _____
3. which (para. 3) : the fact that _____

_____

B. Find the words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. destruction (n.) (para. 2) : _____
2. kill, destroy (v.) (para. 2) : _____
3. eating hungrily, consuming (v.) (para.3) : _____
4. precautions (n.) (para. 5) : _____

C. Fill each gap with appropriate information from the text.

* Black bass and blue gills have destroyed the ecological balance in the moats and have endangered native species like tanago and honmoroko by (1)_____.
* Although it was (2)_____,who first introduced black bass to Japan, it was (3)_____ _____ which is responsible for the increase in their number all over Japan.
* In the 1970's, Japanese fishermen did the alien fish a favor by (4)_____.
* At Lake Biwa the number of (5)_____ such as shrimp and willow gudgeon has decreased significantly since 1972; however, the number of black bass and bluegills (6)_____ tones. As a measure to prevent this, fishing enthusiasts are not allowed to (7)_____.

D. Answer the following questions.

1. What do the Japanese people think of the war started against the imported species?

_____

_____.

2. Why does the Sato family have to use packaged shrimp nowadays to make ebi-mochi?

_____

_____.

140 CAUSES OF ENDANGERMENT

1 When the word endangered is mentioned, people usually think of particular species, like the panda or whooping crane. However, endangerment ought to be ***conceived*** in a broader context, one that encompasses habitats. Although the development of special breeding programs (also known as captive ***conservation***) may help some species in some cases, **it** is clearly not an answer to the global problem. There are indeed a wide variety of factors involved in this issue but the ones that appear as the most crucial are habitat destruction, introduction of exotic species and overexploitation.

2 Our planet is continually changing, and habitats are always ***undergoing*** alterations at all sorts of levels. However, natural changes usually occur at a slow pace, so impacts on individual species tend to be slight—at least in the short term. When the pace of change is greatly accelerated, there may be no time for individual species to react and adjust to new circumstances, and the effects can be disastrous. This is the reason why rapid habitat loss is regarded as the main cause of species endangerment, and in this regard, there is no force more potent than human beings. To a greater or lesser extent, every part of the earth has been affected by human activities, especially during this past century. This applies on virtually every scale, from the loss of microbes in soils that once supported tropical forests, to the extinction of fish and other aquatic species in polluted freshwater habitats, to changes in global climate induced by the release of greenhouse gases.

3 From the perspective of an individual human lifetime, such changes may be hard to **detect** and their effects on individual species hard to predict, but the lesson is clear enough. For example, despite the lush appearance of many tropical forests, they are highly susceptible to destruction because the soils in which they grow are poor in essential nutrients. Centuries may be required to bring back a forest that was cut down or burnt out in a period of a few years. Many of the world's severely threatened animals and plants live in such forests, and huge numbers of **them** are certain to disappear if present rates of forest loss continue.

4 Species that 'belong' to an area are said to be native species. Typically, they have been part of a given biological landscape for a long period, and they are well ***adapted*** to the local environment and to the presence of other native species in the same general habitat. Exotic species are interlopers, foreign elements introduced intentionally or accidentally into new settings through human activities. In one context, an introduced species may cause no obvious problems and may, over time, be regarded as being just as 'natural' as any native species in the same habitat. In another context, exotics may seriously ***disrupt*** delicate ecological balances, and thus, create a plethora of unintended consequences.

5 The worst of these unintended consequences arise when introduced species put native species in jeopardy, or risk by preying on them, ***altering*** their habitats, or outcompeting them in the quest for food resources. Although biological introductions have affected environments all over the world, the most destructive effects have occurred on islands, where introduced insects, cats, pigs, rats, and other non-native species have caused the grave endangerment or complete extinction of literally hundreds of species during the past 500 years.

6 The word overexploitation refers to the ***utilization*** of a species at a rate that is likely to cause its extreme endangerment or outright extinction. Among many examples of severe overexploitation, the case of the great whales stands out in special relief. By the middle of the 20th century, ***unrestricted*** whaling had brought many species of whales to incredibly low population sizes. In 1982, when public pressure on governments became unavoidable, a number of nations agreed to an international moratorium on whaling. As a direct result, some whale species thought to have been on extinction's doorstep 25 years ago have made amazing comebacks (e.g. gray whales in the western Pacific). **Others** still remain at great risk.

7 Many other species, however, continue to suffer high rates of exploitation because of the trade in animal parts. Currently, the ***demand*** for animal parts is centered in several parts of Asia where there is a strong market for traditional medicines made from items like tiger bone and rhino horn.

8 Among other factors threatening particular species are limited distribution, disease, and pollution. Limited distributions are often a consequence of other threats: populations **confined** to one or a few small areas because of habitat loss, for example, may be disastrously affected by random factors. Introduced diseases can have severe effects on species lacking natural genetic protections against particular pathogens, like the rabies and canine distemper viruses, which are currently ***devastating*** carnivore populations in East Africa. Domestic animals usually **transmit** these and other diseases affecting wild populations, showing once again that human activities lie at the root of most causes of endangerment. Pollution, too, has seriously **jeopardized** a number of terrestrial species along with species living in freshwater and marine ecosystems.

© 1996 The American Museum of Natural History

A. What do the following refer to in the text?

1. it (para. 1) : _____
2. them (para. 3) : _____
3. Others (para. 6) : Other _____

B. Find the words in the text which mean the following. Do not change their form. Write only ONE word.

1. includes, covers (v.) (para. 1) : _____
2. caused (v.) (para. 2) : _____
3. disturb, interrupt (v.) (para. 4) : _____
4. serious (adj.) (para. 5) : _____
5. total, complete (adj.) (para. 6) : _____

C. Fill each gap with appropriate information from the text.

* Slow changes that habitats undergo do not usually bring about (1)_____ because when the pace of change is slow, individual species have enough (2)_____.
* Many of the seemingly lush tropical forests grow in soils that do not (3)_____.
* Exotic species cause endangerment for native species when they (4a)_____ _____, (4b)_____ or (4c)_____.
* By the middle of the 20th century, many whale species had come close to extinction due to (5)_____, a striking example of severe overexploitation. In 1982, when governments could no longer avoid (6)_____, they agreed to an international moratorium.

* Even today, in some parts of Asia there is a demand for (7)_____ obtained by using animal parts, which is why such animals as the tiger and rhino are still being overexploited.

* The species which do not have (8)_____ can be threatened by diseases that exotic species introduce into their habitats.

D. Mark the best choice.

1. According to the writer, which of the following is the main cause of endangerment?

   a) newly introduced species
   b) overexploitation
   c) habitat destruction
   d) diseases

2. Which of the following verbs means *to put something in danger of being harmed or damaged*?

   a) detect
   b) confine
   c) transmit
   d) jeopardize

VOCABULARY PRACTICE:

A. The following words are italicized in the text. For each item, mark the choice that gives its SYNONYM in that meaning.

1.	conceive (v.) (para. 1)	a) consider c) produce	b) approve d) experience
2.	conservation (n.) (para. 1)	a) destruction c) creation	b) preservation d) termination
3.	undergo (v.) (para. 2)	a) experience c) eliminate	b) encourage d) expand
4.	adapted (adj.) (para. 4)	a) opposed c) adjusted	b) reluctant d) prone
5.	disrupt (v.) (para. 4)	a) disturb c) distract	b) establish d) accomplish
6.	alter (v.) (para. 5)	a) provide c) protect	b) challenge d) change
7.	utilization (n.) (para. 6)	a) depletion c) attachment	b) use d) recognition
8.	unrestricted (adj.) (para. 6)	a) untrue c) unconfined	b) unlimited d) unpaid
9.	demand (n.) (para. 7)	a) decline c) need	b) process d) response
10.	devastate (v.) (para. 8)	a) save c) overwhelm	b) abandon d) destroy

B. Fill in the blanks with the correct form of the words from section A. Use each word only ONCE.

Evidence from fossil records suggests that over the many millions of years since life first began on Earth, many species of plants, animals and insects have become extinct. These disappearances may have been caused by changes in nature which species could not get (1)_____ to or by the actions of people. As in the past, today hundreds of species of animals, plants and insects are threatened and are in danger of becoming extinct.

Earth is (2)_____ drastic, irreversible and catastrophic changes. These changes can be natural or they can be caused by the direct or indirect consequences of human activities. Direct consequences of human activities include overexploitation, hunting, collecting, the selling of animal parts and control of predators.

Overexploitation means that more animals are taken for food than nature can replace over a given period of time. The (3)_____ of animals for food or other reasons eventually leads to decreases in population. For instance, (4)_____ hunting has caused a 95% decline in the hippo population in central Africa since 1994. If the decline continues, the animals might reach a level where they are no longer able to survive without protection by special laws.

Animal populations are also affected in indirect ways. This means that the animals are not killed directly by humans as in overexploitation, but by human activities required for our own growth and survival. One of the biggest indirect effects of our activities is habitat loss. It is being caused by the destruction of natural areas because of populations' growing (5)_____ for food and shelter. Animal habitats close to urban and rural areas are being altered to make room for new homes, schools, shopping malls, hotels and recreational facilities. To feed and house the growing population, forests are also being cleared for farmland and for the lumber required to build homes. This often (6)_____ the life of animals so much that they can not reproduce and this causes a decline in the population of animals to endangered levels.

Pollution from factories and cars is another indirect cause of endangerment. Pollutants are carried by wind and water into the habitats of animals. Because these pollutants (7)_____ their environment, the animals die. To illustrate, the pollution from factories and heating plants in the mid-west, has (8)_____ large fish populations in hundreds of lakes in the eastern part of North America. If a (9)_____ plan is not implemented immediately, the decline in the animal population will continue and many animals will become extinct. Without them, it is hard to (10)_____ what life will be like in the future.

141 THE ERA OF HIGH-TECH POLLUTION

1 ***Unbelievable*** as it sounds, the recycling of high-tech garbage is becoming a big concern. In the last few decades, we've been like children in a toy shop, rushing to get our hands on the latest electronic gadgets. Manufacturers have obligingly brought out new toys faster than we can buy them. And of course, the more we buy, the more we end up throwing away.

2 The speed of turnover is frustratingly high. Anyone who has ever bought a computer will be ***aware*** of the fact that a PC is out of date as soon as you buy it. Computers have an average lifespan of five years, and the speed of development, combined with falling prices, is reducing **this** further. If a computer has a fault, it is more economical to throw it away and buy another than to mend it.

3 This ***trend*** isn't confined to computers, either. Germany, Europe's richest nation, throws away 1.5 million tons of electrical appliances every year. Only about 100,000 units are recycled. The vast majority are burnt or thrown away. And this, Germans are learning to their cost, causes serious problems. One of the country's major recycling firms has been charged with ***dumping*** toxic waste containing the substance PCB, once widely used in TVs and computers as insulation. Since 1985 its production has been illegal, and ***disposal*** is governed by strict rules. But the rules are not being followed.

4 Klaus Brodersen of Erlangen University is trying to produce a definite classification of which chemicals should and should not be allowed in the production of high-tech equipment. But it is an uphill struggle. It costs up to £7,000 to analyze a single ***component***, and so far Brodersen has examined only 200 of the 100,000 most common.

5 Even such seemingly simple things as computer casings are surprisingly recycle proof. Siemens Nixdorf, which runs a very expensive recycling program for its old equipment, says there are more than 100 different plastics in its computer casings. Few records were kept while they were being made and no one knows ***precisely*** what went into each model. The only certainty is that all the casings contain bromine, a kind of toxic flame retardant, which prevents them from burning quickly, and if you manage to burn them, you produce dioxins, which are also extremely toxic.

6 So what is to be done about electronic waste? Eco-visionaries propose a future in which appliances, not bought but rented, remain the manufacturer's responsibility until and even after they are out of use. This would be a tricky practice, though. Who would take back the equipment-- the dealer, manufacturer or importer? What if the firm has gone out of business? Who is going to ***monitor*** the manufacturers and ensure that the goods aren't just shipped to countries with less strict regulations instead of being recycled? And, of course, in the long run it's a lot more expensive to hire a TV or computer than it is to buy one.

7 The Swiss have addressed the problem by making a charge at the time of ***purchase*** to cover all disposal costs. In Germany, where such a system is on the books but has yet to come into force, there is chaos. Some firms collect without charge, others make you pay, some accept all goods, **others** just their own -- and many refuse to have anything to do with it. Municipal authorities are just as disorganized.

8 The answer to all these problems lies in intelligent construction, with an emphasis not only on economy but also on ***ease*** of disposal. Increasing the life-expectancy of products would also make the problems easier to cope with. The manufacturer Loewe has developed a green TV which contains just 39 grams of plastic as opposed to the standard 6.7 kilos and 50 grams of toxic materials against 5 kilos. It is expected to last up to 30 years, twice as long as other TVs. Companies like this are showing the way forward, and it is to be hoped that others will soon follow.

A. What do the following refer to?

1. this (para. 2) : _____
2. others (para. 7) : other _____

B. Find words in the text that mean the following. Use only ONE word and do not change the form of the word.

1. loss, damage (n.) (para. 3) : _____
2. difficult, complicated (adj.) (para. 6) : _____

C. Mark the following statements True (T) or False (F).

T F 1. It costs more to buy a new computer than mend a broken one.

T F 2. The amount of recycled electrical appliances in Germany is very small compared to that thrown away.

T F 3. In Germany, the production of PCB is prohibited by law.

T F 4. The system in which the customer is charged at the time of purchase to cover disposal costs has not been put into practice in Germany yet.

T F 5. Loewe has managed to produce a TV containing more plastic and fewer toxic metals.

D. Mark the best choice.

1. Which of the following is **FALSE** according to the text?

   a) Klaus Brodersen's study is expensive and slow.
   b) German municipal authorities are as disorganized as the Swiss ones.
   c) Computer casing are too difficult to recycle.
   d) It is more economical to buy a TV in the long-run than it is to hire it.

2. Regarding the recycling of electronic waste, which of the following is **NOT** mentioned as a problem in para. 6?

   a) sending the equipment back when it is out of use
   b) monitoring the manufacturers
   c) manufacturer's making a loss in the business
   d) making sure that the equipment is recycled

3. Which of the following is **FALSE** according to the text?

   a) Siemens Nixdorf invests a lot of money in its recycling program.
   b) The TV developed by Loewe will probably last longer than other TVs
   c) Siemens Nixdorf has kept a full record of plastics used in computer casings.
   d) The high sales rate of high-tech appliances now poses a problem of disposal.

E. Answer the following questions.

1. Why are Siemens Nixdorf's computer casings dangerous at the disposal stage?

_____

_____

2. What are the three characteristics of intelligently constructed electrical appliances that will solve the problem of high-tech pollution?

a)_____ b)_____

c)_____.

VOCABULARY PRACTICE:
Complete the following passage with the correct forms of the italicized words from the text. The definitions provided underneath the blanks will help you to spot the words.

Electronic waste or E - waste is the most rapidly growing waste problem in the world, and as long as manufacturers have no incentive to design their products for the (1)_____ of recycling or to minimize hazardous substance content, this
(lack of difficulty)
problem will even get worse. Unfortunately, rather than having to face the problem, many developed countries that use the (2)_____ number of electronic products and
(incredible)
generate most of the E-waste export the E-waste crisis to the developing countries of Asia. By doing so, they avoid having to deal with the problem of expensive (3)_____.
(discarding)
Every year, vast amount of E-waste material is burnt or (4)_____ in the rice
(thrown)
fields, irrigation canals and along waterways in countries like China. However, the amount is never (5)_____ known. The hazardous (6)_____
(exactly) (parts)
that are found in the waste poison Asia's poorer people and seriously harm their health. The (7)_____ of rich nations to export their E-waste leaves the poorer people of
(tendency)
the world with an unreasonable choice between poverty and poison--a choice that nobody should have to make. If it is not (8)_____, this toxic flood towards the world's
(checked regularly)
poorest countries where labor is cheap, and occupational and environmental protections are inadequate will continue. Fortunately, over the past few years, some developing countries have become (9)_____ of the extreme dangers they are facing and they have been
(conscious)
trying to combat illegal shipments of hazardous electronic waste. Even more importantly, some manufacturers in the developed countries have realized that recycling is not just good for the environment but also reduces the manufacturing cost. Therefore, they have started taking back the electronic equipment for free with the (10)_____ of a new one.
(act of buying)

MISCELLANEOUS

142 ARNOLD'S DREAM

The following text has been taken from a speech made by the film star Arnold Schwarzenegger.

1 I was born in a little Austrian town, outside Graz. It was a 300-year-old house. When I was 10 years old, I had the dream of being the best in the world in something. When I was 15, I had a dream that I wanted to be the best body-builder in the world and the most muscular man. It was not only a dream I dreamed at night. It was also a day-dream. It was so much in my mind that I felt it had to become a reality. It took me five years of hard work. Five years later, at 20, I turned this dream into reality and became Mr. Universe, the best-built man in the world.

2 "Winning" is a significant word. It means there is **one** that succeeds in doing what he wanted to do and there are hundreds of thousands that failed. It singles you out: the winner.

3 I came out second three times, but that is what I call losing. The bottom line for me was: Arnold has to be the winner. I have to win the Mr. Universe title more often than anybody else. I won it five consecutive times. I hold the record as Mr. Olympia — the top professional body-building championship. I won it six times. That's why I retired. There was nobody even close to me. Everybody gave up competing against me. That's what I call a winner.

4 When I was a small boy, my dream was not to be big physically, but big in a way where everybody listens to me when I talk, where I'm a very important person, where people recognize me and see me as something special. I had a big need for being singled out.

5 Also, my dream was to end up in America. When I was ten years old, I dreamed of being an American. At the time, I didn't know much about America, just that it was a wonderful country. I felt it was where I belonged. I didn't like being in a little country like Austria. I did everything possible to get out. I did so in 1968, when I was 21 years old.

6 If I believed in life after death, I would say in my previous life I was an American. That's why I feel so good **here**. It is the country where you can turn your dream into reality. However, in other countries, it is not always possible to **do that**. When I came over to America, I felt I was in heaven. In America, we don't have any obstacle. Nobody's holding you back.

7 You have to choose at a very early date what you want: a normal life or to achieve things you want to achieve. I never wanted to win a popularity contest by doing things the way people wanted me to do them. I chose the road I thought was best for me. A few people thought I was cold, selfish. Later they found out that's not the case. After I achieve my goal, I can be Mr. Nice Guy. You know what I mean?

8 California is a dreamland to me. It has the absolute combination of everything in the world I was ever looking for. You have all the money in the world there, show business there, wonderful weather there, beautiful countryside, and the ocean there. You have snow skiing in the winter; you can to go the desert the same day. You have beautiful-looking people there. They all have a tan.

9 I believe very strongly in the philosophy of staying hungry. If you have a dream and it becomes a reality, don't stay satisfied with it too long. Make up a new dream and hunt for that one, turn it into reality. When you have that dream achieved, make up a new one.

10 I am a strong believer in Western philosophy, the philosophy of success, of progress, of getting rich. The Eastern philosophy is passive, which I believe in maybe three per cent of the time, and the 97 per cent is Western, conquering and going on. It's a beautiful philosophy, and the whole world should adopt **it**.

A. What do the following refer to?

1. one (para. 2) : _____
2. here (para. 6) : _____
3. do that (para. 6) : _____
4. it (para. 10) : _____

B. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. following one after another (adj.) (para. 3) : _____
2. succeed in obtaining (v.) (para. 7) : _____

C. Mark the best choice.

1. Why did Arnold retire from body-building?

   a) There were other people who had become Mr. Olympia more than he had.
   b) He hated coming second and felt unsuccessful.
   c) He wanted to leave Austria and move to the US.
   d) There was no real competitor left against him.

2. What was Arnold's ambition as a small boy?

   a) To lead his life as a single man.
   b) To be respected.
   c) To lead a wealthy life.
   d) To be like everyone else.

3. When Arnold went to the US, _____.

   a) he was 10 years old
   b) he hadn't become Mr. Universe yet
   c) nothing prevented him from making the most of his potential
   d) he was satisfied with his life in Austria

4. What does Arnold think about himself?

   a) He is totally selfish.
   b) He has the potential to be kind.
   c) He has a need to be popular.
   d) He is emotionally cold.

5. What is Arnold's philosophy?

   a) Be satisfied with what you've got.
   b) Look big to be big.
   c) Have a single dream in life and make it come true.
   d) However successful you are, always have a goal.

6. Which of the following is **FALSE** according to the text?

   a) He doesn't believe in life after death.
   b) He thinks California offers him everything he needs.
   c) He decided to become a body-builder at the age of 10.
   d) He believes that Eastern philosophy is passive.

143 LANGUAGE: IS IT ALWAYS SPOKEN?

1 Most of us know a little about how babies learn to talk. From the time infants are born, they hear language because their parents talk to them all the time. Between the ages of seven and 10 months, most infants begin to make sounds. They repeat the same sounds such as "dadada" and "bababa" over and over again, which is called babbling. When babies babble, they are practicing their language. Soon, the sound "dadada" may become "daddy," and "bababa" may become "bottle."

2 What happens, however, to children who cannot hear? How do deaf children learn to communicate? Recently, doctors have learned that deaf babies babble with their hands. Laura Ann Pettito, a psychologist at McGill University in Montreal, Canada, has studied how children learn language. She observed three hearing infants and two deaf infants. The three hearing infants had deaf mothers and fathers who used American Sign Language (ASL) to communicate with each other and with their babies. Dr. Pettito studied the babies three times: at 10, 12, and 14 months. During this time, children really begin to acquire their language skills.

3 After watching and videotaping the children for several hundred hours, the psychologist and her assistants made many important observations. For example, they saw that the hearing children made many different, varied motions with their hands. However, there appeared to be no pattern to these motions. The deaf babies also made many different movements with their hands, but these movements were unchanging and deliberate. The deaf babies seemed to make the same hand movements over and over again as if they wanted to convey a message. During the period in which the experiment was carried out, the deaf babies' hand motions started to resemble some of the basic hand-shapes used in ASL.

4 Hearing infants start first with simple syllable babbling (dadada), then put more syllables together to sound like real sentences and questions. Apparently, deaf babies follow this same pattern, too. First, they repeat simple hand-shapes. Next, they form some simple hand signs (words) and use these movements together to resemble ASL sentences.

5 Linguists—people who study language—believe that our ability to produce language is innate. In other words, humans are born with the capacity for language. It does not matter if we are physically able to speak or not. Language can be expressed in many different ways—for instance, by speech or by sign. Dr. Petitto believes this theory and wants to prove it. She plans to study hearing children who have one deaf parent and one hearing parent. Dr. Petitto wants to see what happens when babies have the opportunity to learn both sign language and speech. Does the human brain prefer speech? Some of these studies of hearing babies who have one deaf parent and one hearing parent show that the babies babble equally with their hands and their voices. They also produce their first words, both spoken and signed, at about the same time.

6 The capacity for language is uniquely human. More studies have proved that the sign system of the deaf is the physical equivalent of speech. That's why the old theory that only the spoken word is language has changed. The whole concept of human communication now has a very new and different meaning.

A. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. develop, obtain (v.) (para. 2) : _____
2. intentional, purposeful (adj.) (para. 3) : _____
3. something that has the same function as something else (n.) (para. 6) : _____

B. Fill in the blanks according to the information in the text.

1. Babbling is an activity in which babies _____ _____, e.g., "dadada" and "bababa."
2. Dr. Pettito and her assistants observed that the hand motions of the hearing children lacked _____.
3. According to Dr. Pettito, _____ are two of the different means by which humans can express language.
4. According to some studies, hearing babies with one deaf parent and one hearing parent use both _____ while babbling.

C. Answer the following questions.

1. What three stages do deaf babies go through when they learn to make sentences?

   a) _____.

   b) _____.

   c) _____.

2. Write the main difference between Dr. Pettito's previous study and the one she is planning to carry out.

   _____

   _____.

144 THE SICK WORLD OF THE SNIPERS

1 He was a soldier, a Muslim convert, and a man who had failed in love and business, who clung tightly to a teenager not his son. This is the story of a journey into darkness and murder in Washington D.C.— where the sniper and his young companion killed 11 innocent people and wounded four others in a period of three weeks (2-22 October 2002), and **that** of a rather unsuccessful investigation which finally brought the killings to an end.

2 It is hard to know just how or when John Muhammad crossed over from being a bossy father to become a homicidal person who led a teenage accomplice into mass murder. Criminal psychiatrists automatically look for severe child abuse or lack of love in the case of serial killers. John Williams, who legally changed his name to Muhammad in 2001, grew up without parents. His mother died of cancer when he was three, and his absent-minded father disappeared after a while. Raised by his elderly grandfather and his loving aunt, Muhammad always felt the need for a younger father figure. According to his cousin Charlene, he was a happy, gregarious kid, who spent time playing with a group of youngsters. They would sometimes break into houses for the fun of it. When he grew up, he changed and exhibited arrogance and a temper. As he could not find a job, he enlisted in the National Guard but was sent to court twice. The first time was when he disobeyed orders and the second when he struck an officer. He also had restless relationships with women. He moved from one to another, having one son by a girlfriend and **a second** by his wife. When he moved out to be with another woman and his first marriage broke up in 1985, the divorce was bitter.

3 After his divorce, Muhammad found some kind of order and meaning by becoming a Muslim and joining the US Army. Physically fit, Muhammad seemed to be an adequate soldier. He served as a mechanic in a combat engineering brigade. However, he loved being in charge and did not like being ordered to do things, so he could not keep away from trouble. In 1990, his unit was sent to Iraq — Operation Desert Storm — to clear mines and bulldoze holes in enemy lines. A few nights before the invasion of Iraq, one of his sergeants awoke in the early hours to find his tent, with 16 sleeping men inside, on fire. The sergeant suspected Muhammad, who was immediately led away in handcuffs. The only positive comment the sergeant made about him was that "he was a hell of a shooter."

4 Having left the army, Muhammad had trouble coping with civilian life. He tried various business schemes, among which were a martial-arts school and a car-repair business, but all of them failed — just like his second marriage. He felt very lonely. In March 2000, not wanting to be alone anymore, Muhammad kidnapped his second wife's three children. The mother of the children was so distraught after Muhammad kidnapped them that she ended up in hospital suffering from anemia and malnutrition. Child-welfare authorities found the kids living at a homeless shelter with their stepfather in Bellington. Not allowed to stay with their stepfather, the children were returned to their mother. After this event, Muhammad found, or created, a new son. He apparently met young Lee Malvo in Florida, where the boy was born and lived with his mother. Malvo was a serious young man who responded to Muhammad's self-improvement program by working out, jogging in the mornings, and following the rules of Islam. It is not clear exactly how Malvo ended up in Washington State with Muhammad, but his mother bitterly objected and went looking for the boy. She went to the police, who found him staying with Muhammad at the homeless shelter. The police reunited the mother and son, but a short while later she disappeared and Malvo stayed with Muhammad.

5 A few months later, the shootings started. It appears that Muhammad did the more difficult shots to the head, while Malvo aimed for the victim's body. The first victim was killed in the parking lot of a supermarket, the second in his garden, and the third in a gas station; in the first two instances, witnesses said they had seen a white driver fleeing from the scene in a white van. The fourth victim was shot walking out of a post office. The shooting of a schoolboy followed, horrifying the whole world. Meanwhile, the police were trying to gather all the evidence they could find. It is interesting that after killing five people, Muhammad called the police, too. However, no one took notice of him. The reason for **this** was that the police had had 100,000 phone calls from citizens about the murders throughout the country and did not know what to take seriously.

6 Having been disregarded and wanting to draw attention, Muhammad sent the police a letter. This time, the police wanted to be meticulous about handling and preserving evidence. Thus, investigators carefully took fingerprints but postponed reading the sniper's letter until Sunday morning, which was after the time set in the letter for the phone call from the sniper — so the police missed him again. Meanwhile, the police were on the watch for a white man driving a white van. Therefore, in spite of repeated encounters with the black snipers, driving a blue car, they failed to solve the mystery. Two hours before the snipers shot a 72-year-old man, D.C. police pulled the snipers' car over on a minor traffic violation and then let them go! The day the 13-year-old was shot, Muhammad was found asleep in his car by Baltimore police and told to move on! The day the last victim was shot, Fairfax police caught Muhammad running a red light. During the month of October, on at least 10 different occasions, when Muhammad violated traffic rules, the authorities ran the snipers' car's license plate through the national police database. The police found nothing and let the car and its drivers go on their way! The two snipers were finally caught sleeping in their car when Ron Lantz, a truck driver from northern Kentucky, spotted them at an interstate rest stop and notified the police. Apparently, he **did so** when he recognized their Chevrolet Caprice parked at the rest stop from new descriptions that had been broadcast over trucking channels.

A. What do the following refer to?

1. that (para. 1) : _____
2. a second (para. 2) : a second _____
3. this (para. 5) : the fact that _____
   _____
4. did so (para. 6) : _____
   _____

B. Find the words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. dangerous (adj.) (para. 2) : _____
2. sociable, outgoing (adj.) (para. 2) : _____
3. worried, upset (adj.) (para. 4) : _____
4. very careful (adj.) (para. 6) : _____

C. Answer the following questions.

1. How did Muhammad's life become more meaningful after his first marriage ended?

_____

_____.

2. Why did Muhammad find it difficult to fit in in the army?

_____

_____.

6. Why were the police insistently looking for a white car?

_____

_____.

4. What information did the letter that Muhammad sent to the police include?

_____

_____.

D. Mark the best choice.

1. Which of the following about Malvo is **FALSE**?

   a) He obeyed the rules set by Muhammad.
   b) He deserted his hometown after he met Muhammad.
   c) He was not Muhammad's real son.
   d) His mother disappeared while she was looking for him.

2. According to the text, which of the following is **FALSE** about the US police?

   a) They were still trying to collect evidence when the fifth victim was shot.
   b) They failed to arrest Muhammad on the day he killed the last victim.
   c) They let Muhammad go after he had violated a traffic law.
   d) They did not check Muhammad's car's license plate in their national database.

3. According to the text, Muhammad _____.

   a) was subject to abuse when he was a small child
   b) was admired by his sergeants in the army as he was a skilled shooter
   c) took his ex-wife's three children away because he felt lonely
   d) failed to stay out of trouble until he joined the US Army

4. The writer's attitude towards the snipers can best be described as _____.

   a) sarcastic b) objective
   c) disapproving d) forgiving

145 HENRY FORD

1 The prosperity of the Twenties was due in large part to a shift from the nineteenth century's Industrial Revolution, symbolized by the railroads, to a twentieth-century revolution in technology. The invention and development of both the automobile and the airplane defined that change. During this period, both industries were defined by an American icon, Henry Ford.

2 Contrary to common belief, Henry Ford (1864-1947) did not invent the automobile or the assembly line. However, his perfected versions of them made him one of the richest and most powerful men in America. The son of a poor Irish immigrant farmer, Ford had a mechanical inclination. In 1890, he went to work for the Edison Company in Detroit and built his first gasoline-driven car there. Europeans had taken the lead in the development of the automobile, and the Duryea brothers of Massachusetts were the American pioneers. Ford borrowed from their ideas, envisioning the auto as a cheap box on wheels with a simple engine, and brought out his first Model T. In a year, he sold almost 11,000 of them.

3 Ford envisioned a car for the masses. When Ford and his engineers introduced the moving assembly line, an idea that was proposed in a book by Frederick W. Taylor, the mass-produced Model T revolutionized the auto industry. In 1908, the efficiency of the assembly line cut the price tag on the Model T from $950 to under $300. By 1914, Ford motors had turned out 248,000 Model T's; almost half of all the autos were produced at the rate of one every 24 seconds. Realizing enormous profits, Ford made headlines by paying his workers five dollars per day, almost double the going rate. He wouldn't have done it if he couldn't have afforded it. At the same time, Ford himself was clearing up to $25,000 per day. Paying his workers more money was Ford's only way to keep them from quitting the monotonous, dehumanizing assembly line. He also realized that it was one way to enable his workers to buy Fords.

4 For Americans, it was love at first sight of the automobile. It is fair to say the Model T revolutionized American life. When Congress enacted highway-fund legislation in 1916 and the country embarked on a massive road-building era, the American dream of freedom on the open road became a new reality. In a short time, the auto industry became the keystone of the American economy, in good times and bad times. New industries in roadside services sprang to life all over the country. Gas stations, diners, and motels all came into being. The auto gave the working and middle classes a sense of accomplishment. The country cottage was no longer the exclusive preserve of rich families like the Vanderbilts and the Morgans. In brief, the new, auto-induced sense of freedom and the economic prosperity created by the automobile and related industries helped to open up American society in the 1920s.

5 Henry Ford, however, cared little for social improvements or the broad sweep of history. "History is more or less bunk," he said. He was autocratic and conservative. He tyrannized his workers. He fired anyone caught driving a competitor's model. Gangster tactics were used to maintain discipline in plants, and unionizing efforts were met with strike-breaking goon squads. Unions were kept out of Ford plants until 1941. Ford's attitude was that workers were unreliable and shiftless. In the midst of the Depression, he blamed the workingman's laziness for the nation's economic problems. "The average worker," said Ford, "won't do a day's work unless he is caught and can't get out of it."

6 Ford's conservatism spilled over into his political beliefs. He was an isolationist in foreign policy, although his plants won big defense jobs during both World Wars. He was also an outspoken anti-Semite. He bought a newspaper, the Independent, which became an anti-Jewish mouthpiece. The paper was involved in the American publication of The Protocols of the Elders of Zion, an anti-Semitic propaganda article that had first appeared in Russia in 1905 to denounce Jews. However, Ford's conservative, stubborn streak cost him in the long run. Unwilling to adapt to changing styles, Ford Motors later slipped behind more aggressive competitors like General Motors. Nevertheless, even after his death in 1947, Henry Ford remained an American folk hero for personifying the rags-to-riches American myth. In other words, he did not stay the son of an Irish farmer.

A. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. ability (n.) (para. 2) : _____
2. imagined (v.) (para. 3) : _____
3. special, private (adj.) (para. 4) : _____
4. lazy (adj.) (para. 5) : _____
5. show as guilty (v.) (para. 6) : _____

B. Complete the following paraphrases using the information in the original text.

* Ford didn't invent anything. What made him rich and powerful was his (1)_____.
  He produced his first Model T by using the ideas of (2)_____
  _____.

* (3)_____ helped decrease the price of the Model T; as a result, more people could afford it.

* There were mainly two reasons why Ford paid his workers more: First, he wanted to prevent them from quitting the job due to (4)_____
  _____.
  Second, he wanted to (5)_____.

* As well as the mass production of the Model T, (6)_____
  _____, which started a/an (7)_____, helped the American dream of freedom on the open road to come true.

* Ford was an autocratic and conservative tyrant. For example, the workers who (8)_____ got sacked. He used (9)_____ to control his workers, and he used strike-breaking goon squads to stop (10)_____ in his plants. He believed that it was (11)_____
  _____ that was responsible for the economic depression.

* Ford was both a/an (12)_____
  and a/an (13)_____.
  He used the Independent as a/an (14)_____.
  In other words, the newspaper was involved in spreading propaganda about Jews.

C. Answer the following questions.

1. Give an example of how the auto industry affected the American economy.

_____

_____.

2. Why did more aggressive corporations like General Motors later become more successful than Ford Motors?

_____

_____.

3. Explain why Henry is a good example of the rags-to-riches American myth.

_____

_____.

146 BEATING THE BULLIES

1 Finally, Lucy decided that she could not stand another day of **it**. She went up to the bathroom, swallowed every aspirin she could find, and then sat down to dinner with her family. She didn't tell anyone what she had done. There was no point. Her life was not worth living, and though they loved her, they could do nothing to help. Fortunately, her sister, recognizing the signs of a drug overdose, called an ambulance, so Lucy lived.

2 Perhaps the thing that makes Lucy's story so frightening is its very ordinariness. She is an attractive, intelligent 15-year-old from a concerned and affectionate family. There is nothing about her that singles her out, nothing obvious that might make her a target. Yet, her whole school life was spoiled by bullying.

3 The circumstances that almost ended her life appear particularly banal from a distance. Lucy had befriended a girl who was being ostracized. The result was that she, too, became the target of insults and threats. She had tried to involve her teacher without giving names and had asked to be moved to a different maths class to avoid her torturers, but the teacher refused. She could see no way out and no way of going on.

4 When bullying hits the headlines, we usually think of physical attacks. The image of a bully is of a strapping boy who hits someone. However, what Lucy experienced is less obvious. It is, nevertheless, just as common. Children discover very early in life that the need to be liked is the most powerful means of controlling others. Little girls are particularly adept at using the fear of rejection to control their peers. They may bully other girls through insulting, calling them names, or simply isolating them from their groups.

5 In the past, there was a tendency to dismiss bullying simply as a part of growing up, to assume that it was good for a child to come to terms with life in the real world. However, anyone watching his own child go through this "learning experience" will testify that these lessons are rarely positive ones. If there is a common characteristic of the children who are most likely to be bullied, **it** is that they are more vulnerable. Children may also be taunted because of the color of their skin or because of a physical disability. A couple of 12-year-olds told me that kids in their school are bullied "because they are thick," or slow learners.

6 According to Phillipa Linklater of the Anti-bullying Campaign, a self-help network for parents, bullying often happens when a child is under stress. She also says that it is not only the victims who would benefit from a reduction in bullying. Bullies don't do too well, either. They are less likely to form satisfactory relationships and considerably more likely to use violence in adult life and to get into trouble with the police than other children. She also adds that bullies are not born but made. Children who are bullies at school are often bullied at home. They have learned that the way to get someone to do what you want is not to reason with him/her but to threaten him/her. The children who witness violence at home also learn something —that bullying behavior is very powerful.

A. What do the following refer to?

1. it (para. 1) : _____
2. it (para. 5) : _____

B. Find the words in the text that mean the following. Do not change their form. Write only ONE word.

1. skillful, good (adj.) (para. 4) : _____
2. state, confirm (v.) (para. 5) : _____

C. Mark the following statements T (True) or F (False).

T F 1. Lucy was bullied at school, although she wasn't very different from her peers.

T F 2. Although the teacher knew who was bullying Lucy, she refused to protect her.

T F 3. Linklater claims that those who bully others at school will surely become the criminals of the future.

T F 4. Linklater thinks that a child is not born as a bully but becomes one later.

D. Complete the following statements using the information in the text.

* Lucy's life was spoiled by bullying when she (1)_____ _____ As a result, she also began to suffer from her peers' (2a)_____ and (2b)_____.

* People usually assume that bullying means (3)_____ and that a bully is a/an (4)_____. However, little girls can also be bullies and (5a)_____, (5b)_____, and (5c)_____ are common forms of bullying among them.

* Some children may also be bullied because (6a)_____ _____ is different from the others, or because they have a (6b)_____. Such differences can make them more vulnerable.

E. Answer the following questions.

1. Why do some girls let themselves be controlled by their peers?

_____

_____.

2. What did people use to think about bullying?

_____

_____.

3. What might violence in the family teach children?

_____

_____.

147 DOLPHIN'S MYSTERY POWERS CURE SLIM-MAD JEMIMA

1 In the cold, hostile waters of the North Sea, Jemima Biggs is undergoing an astonishing course of treatment. She is swimming with Freddie, a four-meter long, 275-kilogram dolphin who seems to possess almost magical powers to cure human illnesses. He is not a tame, aquarium dolphin. He is a wild creature who lives in the sea outside the harbor at Amble, on the north-east coast of England. Jemima, 25, is not an athletic superwoman. In fact, she has suffered from anorexia nervosa* — the "slimmers' disease" — for nine years. At her lowest point last summer, her 162-cm frame weighed little more than 31 kilograms. Thanks to her swimming sessions with Freddie, she is finally making progress. "The way I think and feel about food has changed," she says. "I can now eat with other people in a way that I couldn't before. I don't weigh myself — it's a policy of mine — but I think I am about 41 kilograms."

2 Jemima, a postgraduate student at Exeter University, is taking part in a unique scheme for people with depressive illnesses, **pioneered** by Dr. Horace Dobbs. That is, Dr. Dobbs is the first psychologist to use such a method for the cure of depression. She wrote to him after her mother saw a TV program about his work with dolphins. Soon afterwards, she began making the 650-kilometer trips from Exeter to Amble. For her latest session just last week, she **set out** in a boat and Freddie broke the surface only minutes out of the harbor. Jemima **plunged** into the water to play with him for ten minutes until the cold became unbearable. When she was hauled back on board, she was **exhilarated**. "Brilliant," she said. "Absolutely brilliant — the best ten minutes of my life. It was better than the other five or six times. I **stroked** him from under his chin to his tail. He just loved it. He was very big so he looked a bit scary, but I was not **intimidated**." Later she said, "'I have no doubt that the dolphin has saved me. Dolphins are absolutely marvelous creatures. They are real friends. They welcome you and make you feel wanted. When I'm with Freddie, I feel I am transported into another world. I avoid eye-contact with people when I am depressed, but when Freddie looks me in the eye, I feel he is not judging me. With anorexia, I get into a state of paralysis. Freddie helps me open my mind and become alive again."

3 Dr. Dobbs, director of International Dolphin Watch, says, "Wild dolphins have a mysterious way of reassuring you that somebody loves you. They generate an enormous sense of well-being in people. I can't tell you how they do it. Their brain is as big as a human's, and they must be doing something with it that we don't understand." Freddie appears all year round at Amble and enjoys the company of swimmers. "Not everyone can visit, so we have devised a tape of music and dolphin sounds that may help some people," adds Dr. Dobbs.

* *anorexia nervosa : a serious illness often resulting in weight loss, in which a person, especially a girl or woman, does not eat or eats too little because she is afraid of putting on weight.*

A. Mark the choice that best completes the sentence in each question.

1. If you _____ (para. 2) something, it means you do it for the first time or discover how to do it before anyone else does.

   a) pioneer
   b) plunge
   c) set out
   d) stroke

2. **Exhilarated** (para. 2) means _____.

a) young and attractive
b) sad and unhappy
c) nervous and scared
d) happy and excited

3. If you are **intimidated** (para. 2), you feel _____.

a) surprised
b) bored
c) frightened
d) depressed

B. Mark the statements True (T) or False (F).

T F 1. Jemima frequently checks out how much weight she has put on.

T F 2. Although Freddie was not a tame animal, he was kept in an aquarium during the treatment.

T F 3. Jemima cannot look people in the eye when she is depressed because she feels she is being judged.

T F 4. According to Dr. Dobbs, the dolphin's brain size is enough to explain how these animals create a sense of well-being in people.

C. Answer the following questions.

1. In what way have Jemima's eating habits changed?

_____

_____.

2. How did Jemima find out about Dr. Dobbs's scheme?

_____

_____.

3. What have Dr. Dobbs and his team done to help people who can't come and see Freddie?

_____

_____.

148 AN EXTREME ACT: SELF-MUTILATION

What is self-mutilation? Why does it happen?

1 Self-mutilation is a broad term for a "complex group of behaviors" resulting in destruction of one's own tissue. These behaviors, including scratching, burning, or cutting the skin, pulling out hair, and breaking bones, can have an assortment of causes. It is estimated that the incidence of self-mutilation is about 700-750 per 100,000 people in the population per year. Self-mutilation is prevalent among single white females, from their teens through their twenties. Eating disorders are strongly tied to superficial self-mutilation. Approximately 50% of people who practice superficial self-mutilation also suffer from anorexia, bulimia, or both illnesses.

2 According to one expert in the field, A.R. Favazza, skin cutting, carving, and piercing all qualify as compulsive, superficial self-mutilating behaviors. However, before we jump to any conclusions, we must realize that the definition of self-mutilation is not beyond cultural constraints. A better understanding of modern practices and cultural practices shed light on what is and what isn't self-mutilation.

Modern Practices

3 No culture accepts the body in its natural state. Makeup, body paint, war paint, tattoos, and body piercing have played a role in history and fashion throughout time. When speaking of self-mutilation, we may wonder how tattoos and piercings in Western culture fit **that label**.

4 Modern self-mutilative practices are accepted in many forms in the Western world. It is not uncommon to see a woman with a nose ring or a man sporting a tattoo. These individuals often derive pleasure and a sense of satisfaction from their body modifications as the self-mutilation is not a psychological problem but a fashion statement. We cannot assume anything at all about what any self-harm behavior means to any individual or what role it plays. What is socially acceptable, even desirable, within a small group of people in a culture may be the opposite to the more "normal" majority.

Cultural Practices

5 Many mutilative practices are culturally sanctioned and are associated with healing, spirituality, and/or the social status of individuals within that culture. For example, consider the case of a shaman. Before an individual becomes a shaman, he must undergo severe suffering and mutilation to gain the special capacities for healing himself and others. Does this example qualify as self-mutilation? Although rituals and cultural activities fall within the definition of self-mutilation, many anthropologists choose not to use this term because of its negative social implications. Instead, anthropologists refer to these rituals and practices as body modification.

6 In contrast to self-mutilation, body modification not only affects the individual, but also has greater consequences for the entire society. Body-modification rituals often serve the purpose of correcting or preventing conditions that threaten the stability of the society: disease or angry gods. Furthermore, some rituals such as adolescent initiation help maintain order within the society. Adolescents undergo suffering and pain to gain acceptance into adult communal life.

7 However, when culturally approved rituals and practices meet the criterion for self-mutilation, they do not qualify as unacceptable or pathological self-mutilation. The difference lies in the motivating factors and the greater effect on the community.

A. Find words in the text that mean the following.

1. variety (n.) (para. 1) : _____
2. common, widespread (adj.) (para. 1) : _____
3. restrictions, limitations (n.) (para. 2) : _____
4. approved (v.) (para. 5) : _____
5. experience (v.) (para. 5) : _____

B. Fill in the gaps using the information from the text.

* Although certain behaviors are considered self-mutilation, the writer believes (1)_____ is necessary to determine what is self-mutilation.
* Anthropologists mostly prefer to call cultural mutilative practices (2)_____ _____ since the term self-mutilation has (3)_____.
* In certain cultures, self-mutilation is especially important for adolescents because they (4)_____ through self-mutilation.

C. Answer the following questions.

1. What does the phrase "that label" in paragraph 3 refer to?

   _____

   _____.

2. What is the Western world's approach to body modifications such as nose rings and tattoos?

   _____

   _____.

3. Which sentence in the text emphasizes the writer's belief that the level of tolerance may vary even within the same culture?

   _____

   _____.

4. Write **ONE** of the positive social implications of body modification as a cultural practice.

   _____

   _____.

5. According to the writer, what makes self-mutilation unacceptable or pathological?

   _____

   _____.

149 EXTREME STANDARDS OF BEAUTY

1 The stereotype of "what is beautiful is good" is an irrational belief. In other words, physically attractive people possess other desirable characteristics such as intelligence, competence, social skills, and confidence, **which** is far from the truth. TV, billboards, and magazines show us "beautiful people" all the time, making exceptional good looks seem real, normal, and attainable.

2 Standards of beauty, however, have become harder and harder to attain, particularly for women. Less than 5% of the female population is as thin as the current media ideal of thinness for women. As a result, most of them would like to lose a few pounds. But a growing number of Americans want a more extreme change in their physical appearance. And increasingly, those changes involve plastic surgery and pills, not willpower.

3 TV's "Extreme Makeover" program is a symptom of a larger problem: The standard of beauty has shifted so far that one can't attain it without major surgical help. For women, that means that even a gorgeous woman who is a size 38 or 40 can only be a "plus-size model." For men, it used to mean that a great looking face or impressive job was enough – but now they need to somehow achieve a body that until recently was reserved for comic-book superheroes.

4 For those who haven't seen the TV program, it's the old "make-over" idea from women's magazines brought to a new extreme. In addition to new make-up and hairdos from a make-up artist to the stars, the men and women on "Extreme Makeover" undergo multiple plastic surgeries in addition to getting expensive clothes.

5 Constant exposure to idealized images of beauty on TV makes exceptional good looks seem normal and anything short of perfection seem abnormal and ugly. Research indicates that at least 80% of women are unhappy with what they see in the mirror. They will not even see an accurate reflection. Most of us have heard that anorexics see themselves as larger than they really are, but recent research indicates that **this kind of distorted body image** is not confined to those suffering from eating disorders. In some studies, up to 80% of average women over-estimated their size.

6 When men are dissatisfied, the main focuses of concern are height, stomachs, chests and hair loss. We may see them surreptitiously pulling in their stomachs and walking "taller" as they pass the mirror. Black and Asian women generally have a more positive body image than Caucasian women; however, how they view their body depends on the degree to which they have accepted the beauty standards of the dominant culture. Gay men are more likely to be unhappy with their reflection in the mirror than straight men, but lesbians are likely to be more satisfied with their mirror image than straight women. Perhaps surprisingly, given that their physique is closest to the stereotypical masculine ideal, male body-builders experience greater dissatisfaction with their appearance than almost any other males. Body-builders are generally regarded as vain, and yet they suffer from low self-esteem combined with high perfectionism.

7 At the same time that TV is reminding us how imperfect we are, the FDA (Food and Drug Administration) will be making decisions on some of the products designed to help us to overcome those imperfections. In just the past few years, the FDA has approved diet pills, Botox, and other products aimed at helping us feel better about ourselves, sometimes at the expense of our health. They have looked the other way as liquid silicone has been injected into facial wrinkles by dermatologists across the country, without ever being tested or approved for that use by the FDA. In recent years, the pressure to sell youth in a bottle or implant has been stronger than the pressure to make sure these "miracle" products are safe.

8 There's nothing wrong with trying to look our best, but it is clear that things have gone too far. It is time we started thinking about internal beauty and not just what is on the outside.

A. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. achievable, possible (adj.) (para. 1) : _____
2. dramatized, exaggerated (v.) (para. 5) : _____

B. Answer the following questions.

1. What does "which" in paragraph 1 refer to?

   _____

   _____.

2. How does the writer criticize today's concept of the "perfect male body"?

   _____

   _____.

3. Which sentence in paragraph 5 refers to the fact that the majority of women are not aware of their own physical appearance?

   _____

   _____.

4. What is the conflict that male body-builders face?

   _____

   _____.

C. Mark the best choice.

1. The writer believes that _____.

   a) most of the female population have already attained the ideal weight
   b) a size 40 woman is rather overweight
   c) surgical help seems to be necessary to look exceptionally good
   d) willpower should be the key to changing one's appearance

2. "This kind of distorted body-image" in paragraph 5 refers to the body image of _____.

   a) 80% of women
   b) anorexics
   c) TV stars with exceptional good looks
   d) most of us

3. Which of the following can be inferred about Black and Asian women?

   a) Similar to other women, they rarely view their image positively.
   b) All accept the beauty standards of the culture they live in.
   c) They may not be as obsessed with their image as their white counterparts.
   d) They tend to follow the dominant, or widely accepted, beauty standards.

4. The writer blames the FDA for_____.

   a) putting pressure on the sale of miracle products
   b) ignoring the inappropriate use of liquid silicone by dermatologists
   c) making negative decisions about some of the products designed to help us
   d) disapproving such products as diet pills, as they are dangerous for our health

150 KIDS GO THROUGH THE EUROBLENDER

1 European kids are turning their backs on American culture and displaying a much greater enthusiasm for European unity than their elders, according to a survey report. *Eurokids*, a monthly journal, suggests that young Europeans are much more independently minded than was once thought. They watch US films but do not consider the US or its culture the source of all inspiration. MTV, which now reaches 41 million European households (compared with 14 million two years ago), is an American import; however, one of its most popular shows, "120 Minutes," covers the European music scene.

2 The report also suggests that the young are more eager to live a genuinely Euro lifestyle than previous generations. English is their lingua franca and Inter Rail their passport. This is why they are in such a hurry to learn English, and they make 40 percent more foreign visits than adults (in Spain, Portugal, and Greece, the figure is nearer 60).

3 Materialism, money, greed, and yuppies are out of favor. Crystals, tarot reading, and anything Japanese are in. Home-grown youth culture is the unifying force of the new generation. Eurokids listen to European music, wear French and Italian jeans, and watch European video jockeys on the satellite music channel. When they do look beyond Europe, it is to the east. They are interested in Japan, which they see as a hi-tech paradise and home of hip foods such as sushi.

4 Simon Sylvester, the report's author, concluded that if young people had their way, then full European unity would take place immediately. 78 per cent expressed approval of the European Union. "Everywhere we went, we found the young talking enthusiastically about a united Europe," Mr. Sylvester said. As expected, there are a few exceptions, who are worried about the loss of national identity and traditions.

5 The researchers built up their portrait of the typical Eurokid by interviewing groups of people aged under 25 in Amsterdam, Barcelona, Brussels, Dusseldorf, London, Milan, and Paris. An informal poll of teenagers in south London thought the conclusions of the report were accurate. Tessa Morns, 15, said, "I'm definitely into the idea of a united Europe. It would be great not to have the hassle of passports. I like visiting Greece, Spain, and Italy." Ali Mombasser expressed distrust of the US: "It's a fake place. It doesn't have any history. There's more of a community in Europe." His views were echoed by Kate Cheshire: "The Americans are so arrogant. Europe needs its own identity."

6 While older generations remain entrenched within their national identities, the report suggests, the under-30s in the EU countries are drawing closer together, and they are puzzled by their parents' lack of enthusiasm. Now, there are new job opportunities all around Europe, and incomes are rising on average, so they can't wait to leave home and do their own thing.

7 "Young Europeans delay getting married until later in life in both the north and the south," Mr. Sylvester said. This can best be seen in what is happening in the family. "In particular, the divide between the north, where the young leave home to live independent lives, and the south, where they remain part of an extended family, is narrowing. The concept of the extended family is on the way out in southern Europe. More and more young Italians and Spaniards, for example, don't see care of their parents as a personal duty in the way they used to," Mr. Sylvester said. He predicted that the life-styles of northern and southern kids would soon be indistinguishable.

A. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. problem (n.) (para. 5) : _____
2. lack of confidence (n.) (para. 5) : _____
3. fixed (adj.) (para. 6) : _____
4. identical; alike (adj.) (para. 7) : _____

B. Mark the best choice.

1. Which of the following is **TRUE** about young Europeans?
   a) They are greatly influenced by US films.
   b) They do not find cultures to the west of Europe interesting.
   c) Most of the young Europeans worry about losing their national identity and traditions.
   d) They do not think that the conclusions of the report reflected their opinions correctly.
2. Young Europeans _____.
   a) get married at an early age to start their families
   b) use their own language while traveling across countries
   c) believe European culture is the basis for unifying the new generation
   d) in Italy and Spain think they should look after their old parents

C. Answer the following questions.

1. What are the two important facts that the report reveals about Eurokids?
   a)_____
   b)_____
2. Write two reasons why young Europeans want to leave home and start working so quickly?
   a)_____
   b)_____
3. How do the young people traditionally behave in families in the North and in the South?
   a) North: _____
   b) South: _____

151 KEEPING OUR DISTANCE

1 A fascinating area in the nonverbal world of body language is the study of spatial relationships, or proxemics, which concentrates on man's appreciation and use of space. As a species, man is highly territorial, that is, he is highly concerned with the ownership of the personal area around him, but we are rarely aware of **this fact** unless our space is somehow threatened. Spatial relationships and personal territories directly influence our daily communication. Maintaining control over such space is a key factor in personal satisfaction; observing spatial interactions in everyday life is a key to personal awareness. When it is observed carefully, proxemics that is **manifested** differently in various nations, situations, and places provides clues for those interested in human psychology.

2 Americans have a pattern that discourages physical contact with others, except in moments of **intimacy**. In other words, it is acceptable for us to be physically close to each other only when we are with friends and family members. However, when we ride on a subway or stand in a crowded elevator, we will "hold ourselves in," since we are taught from early childhood to avoid bodily contact with strangers. Research has indicated that Americans are especially conscious of their personal space and allow much less intrusion, or disturbance, than do other nationalities, even with those people considered to be friends. There are times, however, that we not only seek but also enjoy the group energy of large crowds. The group energy of a crowd at a sports or music event can continue to influence the individual's sense of personal space long after the event is over. Sometimes we find ourselves just tolerating the invasion of personal space for the sake of the event or task at hand. Next time you find yourself waiting in a cashier or ticket line, observe the interactions of intimate and personal zones or spaces.

3 Changing the distance between two people can increase or decrease domination. Police interrogators have been taught that violation of personal space can nonverbally convey a message, so they often use the strategy of sitting close and crowding a suspect. This theory of interrogation, or questioning, assumes that invasion of the suspect's personal space (with no chance for defense) will give the police officer a psychological advantage.

4 The way people handle distance describes and determines a vocal message. Also, the substance of a conversation can often demand special handling of space. Spatial changes give a tone to a communication, accent it, and at times even reduce the effect of the spoken word. There are certain thoughts that are difficult to share unless one is within the proper conversational zone. Sharing private information at a distance of 20 feet, for example, is difficult, and the message is no longer **confidential**. Another example might be a person who enters an office and stands opposite the person who is seated. Even without the manipulation of invading personal space, such dominant body language influences potential conversation on a subconscious level. In other words, although a person may not be conscious of the effect of dominant body language, he may still be affected by **it** deep down in his psychology.

5 The proxemics of the home is an interesting field of study that focuses on social zones within a personal environment. Some rooms are acceptable for public gatherings, others for close friends and relatives, while some are even considered off-limits to certain family members or left untouched, preserved, and used only occasionally. When we focus on the social room, the seating arrangement in a living room presents more difficult proxemics when it revolves around a television set. Rooms with a linear or curved seating show that they are not suitable for small, intimate gatherings. For example, when we Americans talk, we like to face each other. If forced to sit side by side, we will try to compensate for this lack of eye-to-eye contact by leaning in shoulder-to-shoulder. We usually establish such direct contact at the dining-room table. The position of the furniture itself and how it defines our use of distance establish a key factor in what we consider to be a cozy and comfortable family atmosphere.

6 There are hundreds of interrelationships between proxemics and the intended communication process. The simplest forms of social activity are procedures and rituals. Man constantly considers the current environment and its relationship to the individual and the event so that he might determine the correct response to the procedure or ritual. Where he places himself and how he establishes his space can and do influence that response.

A. Mark the best choice.

1. **this fact** in para. 1 refers to the fact that _____.

   a) spatial relationships hardly exist in man
   b) proxemics is the study of spatial relationships
   c) man is highly territorial
   d) proxemics concentrates on man's awareness of space

2. The daily communication among people _____.

   a) is impossible to be observed carefully
   b) is affected by proxemics
   c) controls personal satisfaction
   d) decreases personal awareness

3. **manifested** in para. 1 probably means _____.

   a) exhibited
   b) interested
   c) prevented
   d) tried

4. **intimacy** in para. 2 probably means _____.

   a) avoidance
   b) concentration
   c) closeness
   d) dislike

5. Americans _____.

   a) are not affected by large-crowd events such as matches and concerts
   b) avoid contact with strangers because of the group energy
   c) give more importance to their personal space than other nations
   d) lack the group energy of a crowd at a sports or music event

6. During an interrogation, police officers _____.

   a) tend to avoid nonverbal messages
   b) sit close to a suspect to give him a chance of self-defense
   c) try to understand the non-verbal messages of a suspect by sitting close to him
   d) try to dominate a suspect by invading his personal space

7. When people are talking or delivering a vocal message, _____.

   a) the accent of the speaker should be dominant
   b) they display various forms of handling space
   c) it is best to share private information at a distance of 20 feet
   d) body language has no effect on potential conversation

8. **confidential** in para. 4 probably means _____.

   a) spoken
   b) demanded
   c) adequate
   d) secret

9. "it" in para. 4 refers to _____.

a) the effect
b) potential conversation
c) dominant body language
d) personal space

10. When the proxemics of the home is considered, _____.

a) distance is unimportant in the way furniture is arranged
b) the rooms for small gatherings have curved seating
c) the dining room table is a good example where direct contact is possible
d) Americans prefer linear seating to avoid face-to-face interaction

152 THE MIRACLE: HELEN KELLER

1 Helen Keller altered our perception of the disabled and remapped the boundaries of sight and sense. Keller was less than two years old when she came down with a fever. It struck dramatically and left her unconscious. The fever went just as suddenly. However, she became blinded and, very soon after, deaf. As a child, she managed to learn to do basic tasks, but she also realized that she was missing something. "Sometimes," she later wrote, "I stood between two persons who were conversing and touched their lips. I could not understand, and was **vexed**. I moved my lips and gesticulated **frantically** without result. This made me so angry at times that I kicked and screamed until I was exhausted." She was a wild child, but I can understand her rage since I am a disabled woman, too. I was born two months prematurely and was placed in an incubator. The practice at the time was to pump a large amount of oxygen into the incubator, something doctors have learned to be extremely cautious about since my case. However, as a result, I lost my sight. I was sent to a state school for the blind, but I failed first grade because Braille just didn't make any sense to me. Words were a weird concept. I remember being hit and slapped. You act all that in. All rage is anger that is acted in, bottled in for so long that it just pops out. Helen had it harder. She was both blind and deaf. Yet, oh, the transformation that came over her when she discovered that words were related to things! It's like the lyrics of that song: "On a clear day, rise and look around you, and you'll see who you are."

2 I can say the word 'see'. I can speak the language of the sighted. That's part of the first great achievement of Helen Keller. She proved how language could liberate the blind and the deaf. She wrote, "Literature is my utopia. Here I am not **disenfranchised**." She struggled so much to master language. In her book "Midstream," she wrote about how she was frustrated by the alphabet, by the language of the deaf, even with the speed with which her teacher spelled things out for her on her palm. She was impatient and hungry for words, and her teacher's scribbling on her hand would never be as fast, she thought, as the people who could read the words with their eyes. I remember how books got me going after I finally **grasped** Braille. With language, Keller, who communicated in the world of sight and sound, was able to speak to it and live in **it.**

3 Learning the language of the sighted may seem miraculous and that achievement of Keller's belongs to the 19th century. It was also a co-production with her patient and persevering teacher, Anne Sullivan. Helen Keller's greater achievement came after Sullivan, her companion and protector, died in 1936. Keller would live 32 more years and in that time would prove that the disabled can be independent. I hate the word 'handicapped'. Keller would too. We are people with inconveniences.

4 Those people whose only experience of her is "The Miracle Worker" will be surprised to discover her many dimensions. "My work for the blind," she wrote, "has never occupied a central role in my life. My sympathies are with all who struggle for justice." She was a tireless activist for racial and sexual equality. She had such left-leaning opinions that the FBI chief J. Edgar Hoover kept a file on her. Her choices for the most important people of the century were: Thomas Edison, Charlie Chaplin and Lenin.

5 Keller's main message was that we have the freedom to be as extraordinary as the sighted. She was our first star. I am very grateful to her.

A. Mark the best choice.

1. According to the first paragraph, Keller _____.

   a) become blind and deaf because of a sudden fever she had
   b) was good at performing complicated tasks
   c) understood others by touching their lips
   d) kicked and screamed because she was an undisciplined child

2. **vexed** (para. 1) probably means _____.

   a) satisfied
   b) attracted
   c) annoyed
   d) interested

3. **frantically** (para. 1) probably means _____.

   a) carelessly
   b) confidently
   c) sensibly
   d) desperately

4. The author believes that _____.

   a) she was taken good care of in the incubator
   b) she failed first grade at the school although she learned Braille
   c) she was beaten because she complained about the weird words
   d) anger which is kept inside for a long time comes out unexpectedly

5. According to the author, Keller _____.

   a) decided to become a lyric writer on a clear day
   b) transformed concepts into words with great difficulty
   c) felt frustrated because her teacher was spelling words on her palm too fast
   d) was released from the world of the disabled after mastering the language

6. The word **disenfranchised** (para. 2) probably means _____.

   a) having no right to do something
   b) feeling hopeful
   c) ignoring something
   d) extremely strange, unusual

7. **grasped** (para.2) probably means _____.

   a) estimated
   b) defined
   c) overcame
   d) understood

8. "it" in para.2 refers to_____.

   a) the world of sight and sound
   b) Braille
   c) the language
   d) the world of the blind

9. Keller's second great achievement _____.

   a) was not as miraculous as the first one
   b) was to live independently for 32 years
   c) happened with Sullivan's help
   d) helped people with inconveniences

10. It is understood from the text that _____.

    a) Keller's book tells a lot about what she did for the other blind
    b) the author appreciates Keller's views on racism and sexism
    c) Keller had great admiration for the important people in the field of science
    d) the FBI did not take Keller's left-leaning opinions seriously

153 A NATION OF NICKNAMES

1 Americans have a great love for informality and nowhere is **this** better expressed than in their love for nicknames. After greeting strangers for the first time, they will quickly introduce themselves by their nicknames. These are shortened forms of their given name at birth and reflect the casual relationships which exist among friends and co-workers. Family names are hardly ever used in daily situations and their use is saved only for rare and formal occasions.

2 In many traditional cultures the use of the family name is seen as a sign of respect. For Americans, however, it's the nickname which creates an immediate closeness between two people upon which to build a relationship. By speaking to another on a first name basis and using his nickname, walls are immediately torn down and a warm atmosphere is established. At work, bosses will refer to their employees by their nicknames. If an employer uses a worker's family name, you can be sure that some kind of correction or serious business will follow.

3 This love for nicknames can create a sense of intimacy between people who are otherwise not related. Even the presidents of the United States have nicknames. Abraham Lincoln was known as "Honest Abe," Franklin Delano Roosevelt was simply called "FDR," Eisenhower was referred to informally as "Ike," Richard Nixon was scorned as "Tricky Dicky," President Reagan was affectionately called "The Gipper." John F. Kennedy was known as "Jack" or "JFK" and William Clinton has no reservations in letting people know he prefers to be called "Bill," but those who look upon him with disfavor may call him "Slick Willy."

4 Not only people but also cities often carry their own nicknames. Among **these**, the most interesting are Philadelphia as the "City of Brotherly Love" and St. Louis with its Gateway Arch as "The Gateway to the West". Chicago is called the "Windy City" because of the gusty winds which come down from Canada throughout the year. New York City is considered the "Big Apple" for reasons which are still obscure to most people, including many New Yorkers. Other cities are obviously abbreviations for the sake of convenience. Washington is simply called D.C. and Los Angeles is L.A. When it comes to the states within the Union, there is no exception. All of them have nicknames. Especially noteworthy are New York as "The Empire State" and Texas as "The Lone Star State."

5 Even some of the natural wonders have been baptized with a nickname. Perhaps the most famous **one** in this regard is one of the geysers at Yellowstone National Park in Wyoming. Owing to its regular eruptions without fail, it has been nicknamed "Old Faithful."

6 Not every nickname in the United States, however, is a compliment and some can be rude and insulting. If someone has a certain negative characteristic, a label will soon be attached to describe that person in a non-flattering way. Likewise, a person's physical traits which are very dominant may generate nicknames, but not necessarily to one's liking or choice. A nickname, therefore, is a way of endearing, identifying, alienating or describing someone or something for better or worse.

A. What do the following refer to in the text?

1. this (para. 1) : _____
2. these (para. 4) : _____
3. one (para. 5) : _____

B. Find words in the text which mean the following. Do not change the form of the words and write ONE word only.

1. closeness (n.) (para. 3) : _____
2. hesitations (n.) (para. 3) : _____
3. unclear, little known (adj.) (para. 4) : _____
4. important, remarkable (adj.) (para. 4) : _____

C. Answer the following questions.

1. When do Americans prefer to use their family names?

   _____

   _____.

2. How do many traditional societies view the use of one's family name?

   _____

   _____.

3. What message does a boss convey when he refers to his employee with his family name?

   _____

   _____.

D. Fill in the gaps using the information in the text.

* It is usual for Americans to introduce themselves using their nicknames even when they (1)_____. For an American, nicknames are a reflection of (2)_____.

They believe using a nick name is an easy way to build a relationship between two people because it (3)_____.

* All around the year, (4)_____, which is why it is baptized with the name 'The Windy City'.

* In America, nicknames given to people are not always (5)_____. _____. A person can be given a non-flattering nickname because of (6)_____. Similarly, (7)_____ may also cause him/her to be given a rude and insulting nickname.

154 THE SCIENCE OF THE SUPERMARKET

1 It is common experience for many people. When you **run out of** food at home and feel hungry, you make a note to buy some milk, corn flakes and something for supper, and then head down to the local supermarket. You find yourself standing outside it with four bags of groceries and you wonder just what happened. Why did you end up buying so much?

2 There can't be many people who look forward to their weekly journey to the supermarket, yet somehow you spend more time and money than you intended to. Men in particular hate shopping, and when it comes to food shopping, they **fall for** many of the supermarkets' tricks. In general, they get bored more easily so many special promotions or taste tests get their attention and make them spend more.

3 However both men and women are affected by supermarkets' tactics. In Britain, major grocers are much more **sophisticated** about getting customers to spend more money than they intended - whether by changing the lighting or varying the size of a floor tile. Yet, such tactics are nothing new when it comes to selling. A common practice among bakers is to throw cinnamon on the pavement outside. They do this so that people rub their feet in it and **set off** the smell, thereby bringing themselves and other people into the shop.

4 Psychologists have estimated that 90% of our "sense" consists of sight, so color plays an important part in the supermarket. Enter the shop and the first thing you'll see is the fruit and vegetable section. Obviously, the supermarkets want to give a good first impression of the store with their displays of fresh food, and the color used -mostly green- has an important psychological effect on the shopper. Green is restful so it immediately relaxes the shopper. Look a little closer. Doesn't it seem as if there's a huge choice of fruit and vegetables? The mirrors above the product may well help to give you **that illusion.**

5 You move on to the next set of shelves. Canned vegetables and fish are unexciting products with low profit margins. They don't want you to waste time here. You find yourself walking more quickly and you're finding it easier to **locate** what you want because the lighting is getting brighter. The products are now being presented in simple blocks and it seems like everything is happening rapidly -but there's no more effort than before. Why are you walking more quickly? Look below your feet and you'll see the tiles are getting smaller. If you have a shopping trolley, the small tiles make the trolley sound faster, which hurries you up.

6 Soon the floor tiles have become bigger again, and you're taking time to **browse**. You're in the bathroom goods section. The lighting is lower but each display is lit up. Some shelves may even be of varying depth with the deepest **ones** at the bottom to make sure you see as many products as possible. Men's toiletries, like aftershave and shaving lotions, are one of the fastest growing products in the grocery world. The traditional colors for promoting these toiletries used to be dark colors like black and blue. Take a look today and you'll see lots of racing greens, silver and metallic blue. Don't these colors remind car-owning men of their pride and joy, parked just outside in the car park?

7 Another tactic supermarkets use is music to slow down the pace of customer movement. They also, in many cases, attempt to keep an ideal temperature in their shops (20-21°C) so customers are always comfortable. In the most sophisticated supermarkets, shelves are curved, leading you from one display to another. It's no wonder that when you finally leave the shop you find yourself with so many things you never intended to buy.

A. What do the following refer to?

1. that illusion (para. 4) : the illusion of _____
2. ones (para. 6) : _____

B. The following words are boldfaced in the text. Match them with their meanings. Put the letters on the lines provided. There are more meanings than you need.

____	1. run out of (v.) (para.1)	a)	believe
____	2. fall for (v.) (para. 2)	b)	experienced
____	3. sophisticated (adj.) (para. 3)	c)	bring out
____	4. set off (v.) (para. 3)	d)	place
____	5. locate (v.) (para. 5)	e)	complex, difficult
____	6. browse (v.) (para. 6)	f)	have no more of something
		g)	look at several items in a relaxed way
		h)	find
		i)	change

C. Mark the following statements True (T) or False (T).

T F 1. Other tactics to attract customers were already being used by bakers before supermarkets introduced their own tactics.

T F 2. Canned vegetables and fish are among the products that help supermarkets earn a lot of money.

T F 3. In the bathroom goods section, the displays are brighter than the lighting.

T F 4. Colors of men's toiletries remind the writer of men who feel proud of their cars parked outside.

D. Answer the following questions .

1. Why are men likely to spend more than women?

_____

_____.

2. In supermarkets, why is the fruit and vegetable section set up as the first display, and what is the function of the color green used in that section?

_____

_____.

3. What are the effects of having smaller tiles in a supermarket?

_____

_____.

4. Write four tactics supermarkets employ other than using certain colors and varying the size of tiles?

a) _____

b) _____

c) _____

d) _____

155 FASHION: THE ART OF THE BODY

1 The enormous and fascinating variety of clothing may express a lot of things about a person such as his character, status or background. Several hundred years ago, there were many highly detailed sumptuary laws —that is, strict regulations concerning how each social class could dress. In Europe, for example, only royal families could wear fur, purple silk, or gold cloth. In Japan, a farmer could breed silkworms, but he couldn't wear silk. In many societies, a lack of clothing indicated an absence of status. In ancient Egypt, for instance, children wore no clothes until they were about twelve. These days, in most societies, rank or status is exhibited through regulation of dress only in the military, where the appearance or absence of certain metal buttons or stars signifies the dividing line between ranks. With this exception of the military, the divisions between different classes of society are becoming less clear. The customers in a Paris cafe, for example, might include both working-class people and members of the highest society, but how can one tell the difference when everyone is wearing denim jeans?

* * *

2 Two common types of body decoration in tribal societies are tattooing and scarification. A tattoo is a design or mark made by putting a kind of dye (usually dark blue) into a cut in the skin. In scarification, dirt or ashes are put into the cuts instead of dye. In **both of these cases**, the result is a design that is unique to the person's tribe. For example, three lines on each side of a man's face identify him as a member of the Yoruba tribe of Nigeria. In the 1990s, tattooing became increasingly popular among youth in urban Western societies. Unlike people in tribal cultures, these young people had no tradition of tattooing, except among sailors and criminals. To **these young people**, the tattoos were beautiful. Moreover, they were a sign of rebellion against older, more conservative people in the culture.

* * *

3 Body paint or face paint is used mostly by men in preliterate societies in order to attract good health or to ward off disease. It is a form of magic protection against the dangers of the world outside the village, where men have to go for the hunt or for war. When it is used as war paint, it also serves to frighten the enemy, distinguish members of one's own group from the enemy, and give the men a sense of identity. Women have less need of body or face paint because they usually stay in the safety of the village. In modern societies, however, cosmetics are used mostly by women, who often feel unclothed without makeup when out in public — like a tribal hunter without his war paint.

* * *

4 In some societies, women overeat to become plump because large women are considered beautiful, while skinny ones are regarded as ugly. A woman's plumpness is also an indication of her family's wealth. In other societies, by contrast, a fat person is considered unattractive, so men and women eat little and try to remain slim. In many parts of the world, people lie in the sun for hours to darken their skin, while in other places light, soft skin is seen as attractive. People with gray hair often dye it black, whereas those with naturally dark hair often change its color to blond or green or purple.

* * *

5 In today's world, a big white healthy smile is one of the best ways to look attractive. In the West, most people visit a dentist regularly for both hygiene and beauty. They use toothpaste and dental floss daily to keep their teeth clean. They have their teeth straightened, whitened, and crowned to make them more attractive. However, 'attractive' has quite a different meaning in other cultures. In the past, in Japan, it was the custom for women to blacken, not whiten, the teeth.

* * *

6 Body piercing is another form of body art that has been considered a mark of beauty since ancient times. Among the Makololo people of Malawi, the women wear a very large ring —a *pelele*— in their upper lip. As their chief once explained about *peleles*: "They are the only beautiful things women have. Men have beards. Women have none. What kind of person would she be without the *pelele*? She would not be a woman at all." While some people in modern urban societies think of tribal lip rings as unattractive and even disgusting, other people might choose to wear a small lip ring, or to pierce their tongue and wear a ring through the hole.

A. What do the following refer to?

1. both of these cases (para. 2) : both _____
2. these young people (para. 2) : _____

B. Answer the following questions in your own words.

1. What did the way a person dressed show in the past?

   _____

   _____.

2. What is the significance of metal buttons and stars in the army?

   _____

   _____.

3. Why does the writer mention people wearing denim jeans?

   _____

   _____.

4. What is the function of body decoration in the Yoruba tribe of Nigeria?

   _____

   _____.

5. What did tattoos symbolize in the 1990s?

   _____

   _____.

6. In preliterate societies, how does body paint help men at times of war?

   _____

   _____.

C. Mark the best choice.

1. What is the main idea of the 4th paragraph?

   a) Exposing the body to the sun for long hours darkens the skin and makes it unattractive.
   b) Individuals and groups of people may have completely different ideas about attractiveness.
   c) In some cultures, one's thinness is an indication that his/her family is poor.
   d) Culture and fashion together determine a person's choice of hair color.

2. What is the topic of the 5th paragraph?

   a) Keeping teeth clean
   b) Changes to the human mouth
   c) Blackening or whitening the teeth
   d) Teeth as part of beauty

3. Which of the following is **FALSE** according to the text?

   a) Sailors and criminals are similar to tribal societies in that tattooing is a tradition among them.
   b) *Peleles* are considered a sign of beauty and womanhood among the Makololos of Malawi.
   c) A lip ring is the most common form of piercing among people in modern urban societies.
   d) Cosmetics used by most Western women today are like the warpaint worn by tribal hunters.

156 THE MYSTERY OF THE DISAPPEARING AUTHOR

Some parts have been removed from the text below. Start by reading the task in Part A on the next page.

1 There can't be many people who haven't heard of Agatha Christie. She must have sold more novels than anybody else in history. (1)_____. In that year, she was involved in a mysterious case of an author who disappeared — the author was herself.

2 At the age of thirty-six, Agatha Christie must have been an enviable figure. She lived with her husband, Colonel Archibald Christie, in a magnificent country house and she was already the author of seven detective novels. Then, on the freezing cold night of 3 December, 1926, she left her home in Sunningdale, Berkshire, and vanished. (2)_____. At first, the police suspected suicide. Her husband said she couldn't have committed suicide because most people do it at home and do not drive off in the middle of the night. What most people didn't know was that Agatha Christie's life wasn't very happy at the time. (3)_____. She had been sleeping badly, eating irregularly, and moving furniture around the house for no apparent reason. Some newspapers hinted that her husband would have gained much from the death of his wife, but he couldn't have murdered her because he had been at a party all weekend in Surrey: he had a perfect alibi. Other journalists suspected she might have disappeared in order to get publicity in the press. Then, her brother-in-law, Campbell, received a letter from Agatha whose postmark indicated that it had been posted in London at 9.45 am on the day after her disappearance, so she couldn't have been in Guildford at that time. (4) _____.Colonel Christie took an afternoon train from London to Harrogate and learned that his wife had been staying in the hotel for a week and a half. She had apparently seemed 'normal and happy'. She had sung, danced, played billiards, read the newspaper reports of her own disappearance, chatted with her fellow guests and gone for walks. (5)_____. Later, Archibald Christie told reporters: "She has suffered from a loss of memory and I do not think she knows who she is." But Ritchie Calder, a friend of hers, thought her condition did not resemble the usual cases of amnesia. (6)_____.

3 The consequences of the whole story were not all unpleasant. Agatha Christie's next novel, *The Big Four*, was received badly by reviewers, but sold nine thousand copies - more than twice as many as *The Murder of Roger Ackroyd*. And from then on her books sold in increasing quantities. (7) _____. Yet, this is difficult to accept. Why did she register in the hotel using the name of her husband's mistress? A television play produced after her death even suggested that the whole event might have been part of a plot to murder her husband's mistress. The only thing that is certain is that her disappearance in 1926 turned Agatha Christie into a best-selling writer and a millionaire. Perhaps her disappearance was Agatha Christie's most successful story.

A. Some parts of the text have been removed. Choose from A -H below to complete each of the gaps 1 - 7. Write the number of the gap on the line provided before each letter. There is one extra part.

_____ **A** Till her death in 1976, Agatha Christie refused to discuss the mystery of her own disappearance. Her biographer, Janet Morgan, accepts that it must have been a case of nervous breakdown followed by amnesia.

_____ **B** He felt that she had prepared for her disappearance because she had £300 with her, and she had also told other guests in the hotel that she was a visitor from South Africa.

_____ **C** She wrote under her first husband's surname more than 70 novels featuring the Belgian detective, Hercule Poirot or the curious village lady, Miss Marple.

_____ **D** Yet there was a time when Agatha Christie was relatively unknown. The first time she came to the attention of the public in a big way was in 1926.

_____ **E** Her husband had fallen in love with another woman and her mother's death must have been a great shock for her. Her behavior at home suggested she could have been on the verge of a nervous breakdown.

_____ **F** At eleven the next morning, an officer at Guildford police station was handed a report saying that Agatha Christie's car had been found halfway down a grassy bank with its bonnet buried in some bushes.

_____ **G** She was reading a newspaper which contained her story, with a photograph, when her husband made his way over to her. "She did not seem to recognize him," said the hotel manager.

_____ **H** Then, on 14 December, a waiter in a hotel in Harrogate, Yorkshire, looked more closely at a female guest and realized from the newspaper photographs he had seen that it must have been the missing novelist. He rang the Yorkshire police who contacted her home.

B. Find the words in the text which mean the following. Write only ONE word and do not change the form of the word.

1. lucky, fortunate (adj.) (para. 2) : _____
2. disappeared (v.) (para. 2) : _____
3. implied (v.) (para. 2) : _____
4. explanation, proof (n.) (para 2) : _____
5. a secret plan (n.) (para 3) : _____

C. Answer the following question according to the text.

1. Write two signs of Agatha Christie's unhappiness before she disappeared?

   a) _____

   b) _____

D. Mark the following statements True (T) or False (F).

T F 1. Agatha's letter to her brother-in-law helped the police to locate her place easily.

T F 2. The writer is inclined to believe that Christie disappeared on purpose.

T F 3. Christie was already a best-seller writer before she disappeared.

157 JESSE OWENS

1 Jesse Owens, whose four gold medals at the 1936 Olympic Games in Berlin made him perhaps the greatest and most famous athlete in track and field history, never received much recognition at the time of his success. The victim of racial discrimination, Owens ultimately achieved a big success through his own inner courage and determination. Owens was not only a great athlete, but someone with great moral integrity who believed in the old-fashioned values of honesty and hard work.

2 Born on September 12, 1913, in Danville, Alabama, James Cleveland Owens was the son of a sharecropper and the grandson of slaves. The youngster picked cotton until he and his family moved to Cleveland when he was 9. There, when a schoolteacher asked the youth his name, "J.C." he replied. She thought he had said "Jesse" and he had a new name from then on.

3 He ran his first race at the age of 13. After finishing high school, he went to Ohio State University. Having no athletic scholarship, he paid his way as a $100-a-month night elevator operator. As a sophomore, in the Big Ten championship games in 1935, he set even more records than he would in his Olympic glory a year later.

4 A week before the Big Ten, Owens accidentally fell down a flight of stairs. His back hurt so much that he could not exercise all week and he had to be helped in and out of the car that drove him to the Big Ten. In an unsuccessful attempt to lessen the back pain, Owens sat for a half hour in a hot tub. He still rejected suggestions that he withdraw and said he would try, event by event. He did try and the results are in the record book now. On May 25, 1935, Jesse Owens equaled the world record for the 100-yard dash, broke the world record for the broad jump (now called the long jump) with his only attempt, broke the world record for the 220-yard dash, and broke the world record for the 220-yard low hurdles.

5 The stage was set for Owens' victory at the Olympic Games in Berlin the next year and his triumph would come to be regarded as not only athletic but also political. Adolph Hitler had intended the Berlin Games to reinforce the Nazi doctrine of Aryan Supremacy; however, the United States Olympic track team of 66 athletes included 10 blacks and 6 of the individual gold medals in track won by American men were won by black athletes. Owens was the hero, winning the 100-meter dash in 10.3 seconds, the 200-meter dash in 20.7 seconds, and the broad jump at 26 feet 5.5 inches. He also headed the United States team that won the 400-meter relay in 39.8 seconds. Hitler did not congratulate any of the American black winners, a subject to which Mr. Owens addressed himself for the rest of his life. "It was all right with me," he said years later. "I didn't go to Berlin to shake hands with him, anyway. All I know is that I'm here now and Hitler isn't." Having returned from Berlin, he received no telephone call from the president of his own country, either. In fact, he was not honored by the United States until 1976, four years before his death, when he was awarded the Presidential Medal of Freedom. Three years later, he received the Living Legends Award.

6 There were no big contracts for Owens after his Olympic victories. Not being able to find another job, he became a playground janitor. He ended his career as an amateur runner and accepted money to race against cars, trucks, motorcycles, and dogs. "Sure, it bothered me," he said later. "But, at least, it was an honest living. I had to eat." In time, however, his gold medals changed his life, "They have kept me alive over the years," he once said, "Time has stood still for me. That golden moment dies hard."

7 Jesse Owens died of cancer in 1980, at the age of 67. Although Owens was ignored at the time of his success, his personal victory over prejudice is perhaps best expressed in this statement, which was issued by President Carter at the time of his death: "Perhaps no athlete better symbolized the human struggle against tyranny, poverty, and racial bigotry."

A. Answer the following questions.

1. What did Owens have to do to stay at university?

   _____

   _____.

2. According to paragraph 5, what probably disappointed Owens despite his victory in 1936?

   _____

   _____.

3. How did Owens use his career as an athlete to make a living after the 1936 Olympic Games?

   _____

   _____.

4. Apart from his records, what makes Owens an important man in history?

   _____

   _____.

B. Fill in each gap with appropriate information from the text.

* Jesse owes his worldwide fame in athletics to (1)_____ _____ he won in Berlin Olympic Games. Unfortunately, his success was not recognized at the time. Moreover, he suffered from (2)_____, but he never gave up. He had (3a)_____ and (3b)_____ to achieve the world records.

* Having (4)_____ badly right before the Big Ten, Owens was unable to prepare for the games. Nevertheless, he didn't (5)_____ and he insisted on (6)_____.

* Hitler had thought that the Games would (7)_____ _____.

* Despite his huge success in 1936, Owens wasn't offered any (8)_____. To make a living, he began to work as a/an (9)_____ — a job that had nothing to do with his career as a runner.

C. Mark the following True (T) or False (F).

T F 1. Owens was called 'Jesse' because of a misunderstanding.

T F 2. Owens' performance was much better in the Berlin Games than in the Big Ten.

T F 3. Sitting in a hot tub helped Owens get rid of his back ache.

T F 4. Owens' success at the Olympic Games in Berlin was politically important.

T F 5. It took the US government 40 years to appreciate what Owens had achieved.

158 AFTER THE DALAI LAMA

1 The Dalai Lama is, fortunately, a very healthy man. Yet, Tibetans often discuss life after the Dalai Lama. Such talk has been all the more commonplace in recent years, since China began saying it would never negotiate with the Dalai Lama, apparently under the false hope that the Tibetan question will just go away with his death. Most Tibetans have a deep and natural faith in their leader, who is now 67, and would no doubt view his death as a traumatic blow. However, they are psychologically prepared for it. According to their religion, on **that fateful day**, a three-person council will be elected to undertake the long process of searching for the Dalai Lama's 15th reincarnation.

2 Nonetheless, in truth, the absence of the Dalai Lama would not altogether be a bad thing for Tibetan politics. Yes, the Dalai Lama has drawn the world's attention on the plight of Tibet, but this does little to advance Tibetan national interests. Most leaders in the developed world ease their conscience by praising the man and his noble mission, all the while ignoring the Tibetan question in their policies. Against such warm indifference, the Dalai Lama's hope — that Tibet's problems will be solved by giving up Tibet's independence and coming to an agreement with Chinese leaders on Tibet's autonomy within China— seems increasingly sad.

3 Today, Tibetans' faith in the Dalai Lama is as strong as their resentment of China, but little else is clear. His presence in Tibetan political life is much like the giant banyan tree, under whose shade little can grow. Tibetan ministers seem to be no more than messenger boys, and members of Parliament are eager to agree with him. The Dalai Lama himself has remarked on the dilemma of his leadership, but has done little to solve **it**. However, his absence might be just the thing that allows mature democratic institutions to take root. The transformation of Tibet's politics into a genuinely democratic forum would have a profound impact on Tibet's struggle for freedom. The success of a democratic experiment would represent a sincere hope for Tibet's political future. It would also offer the best argument against China's propaganda that Tibetan independence will equal a return to theocratic feudalism.

4 Tibetans genuinely love the Dalai Lama, but his lofty ideas on world peace probably find more supporters in California than in Tibet. Tibetans most wish to witness two events: the return of their homeland and the Dalai Lama once again in the Potala Palace. There is no doubt that, given half a chance, they are prepared to do whatever is necessary to realize **this dream**. Unfortunately, the leader and his people seem to have quite different points of view. Take, for example, one of his speeches in which he patiently spelled out his policy of "constructive engagement" with China. He carefully explained why giving up independence would be Tibet's best chance to gain autonomy within China. The Tibetans in the crowd were enormously respectful toward the Dalai Lama, but after he concluded, the people marched away waving banners and shouting, "Independence for Tibet" —as if they hadn't heard a word he said. Clearly, they are still of two minds.

6 It may be too early to speculate on a post-Dalai Lama period. He has assured Tibetans that he intends to live to a ripe old age and even jokes that he may be "quite handful, a real feisty old geezer." With so much energy and spirit, perhaps he can begin to accomplish in life what many fear can happen only after his death.

A. What do the following refer to?

1. that fateful day (para. 1) : the day of _____
2. it (para. 3) : _____
3. this dream (para. 4) : the dream of _____

_____

B. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. dislike, hatred (n.) (para. 3) : _____
2. achieve, realize (v.) (para 6) : _____

C. Answer the following questions.

1. Why do the Chinese refuse to negotiate with the Dalai Lama?

_____

_____.

2. Why do the Dalai Lama's efforts to call the attention of the outside world to Tibet seem to be useless?

_____

_____.

3. According to the Dalai Lama, why should Tibet give up its independence and come to an agreement with China?

_____

_____.

4. According to the writer, how would the Dalai Lama's absence affect Tibet's struggle for freedom? Why?

_____

_____.

5. According to China, what does Tibet's independence mean?

_____

_____.

D. Fill in the gaps with appropriate information from the text.

* It seems that (1)_____ prevents the establishment of mature democratic institutions in Tibet.
* The Tibetans are of two minds: (2)_____ _____, but at the same time, they want their independence.

159 LAST BRICK IN THE KINDER GULAG

1 The culture of war between American conservatives and liberals is relentlessly invading the entire society, shaping and distorting our concepts of rights, yet none so insidiously, or harmfully as **those** of America's schoolchildren. In the last decade, a veritable Kinder gulag (junior prison camp) has been erected around schoolchildren, subjecting to arbitrary physical searches and unjustified drug testing just about any kid that wants to pursue non-academic activities. If you're a kid in the US today, martial law isn't just a history lesson. It is a fact of life as the war on drugs, the war on violence, and a nearly hysterical emphasis on safety have come to excuse the infliction of every kind of humiliation upon the young.

2 Drug-testing cases involving kids' having to submit their urine have been coming to federal courts for years. Recently, the Supreme Court **handed *carte blanche*** to school districts allowing them to impose drug testing on kids who've cast suspicion upon themselves by volunteering for certain school activities.

3 This isn't about keeping athletic students from enjoying post-practice beer and whisky. The Supreme Court decision approves the testing of any student who volunteers for the Future Farmers of America, Future Homemakers of America, the cheerleading unit, or even the choir. Why not test those suspicious characters in the debating society, who are an unruly bunch of freethinking argumentative types? After all, our future political leaders should learn as soon as possible their responsibility to abandon freedoms the moment they're told to do so by anyone who claims authority bestowed by the state.

4 There is understandably a good deal of sympathy within the society for catching kids who might be going off into dead ends of life-destroying drug abuse. Who doesn't want to catch a kid before he takes a life-long fall? Parents surrender their kids to the arms of the forced-treatment state, without understanding the source of the interventions they are passively accepting for them —and some of the more enduring shared consequences of drug testing.

5 America's kids are being subjected to the kind of emotional violence and privacy intrusions that just 20 or 30 years ago the nation would only inflict upon army conscripts and criminals. Who knows how much further it could go? Now the bar of justification has been lowered to such an extent that it essentially opens the way for general random drug testing of America's entire school population. It would be unwise to say it is unlikely, given the Bush Administration's unfamiliarity with reality or fairness. Give it two years. The rest of us? We'll see sooner rather than later if the growing police state will be satisfied with stopping the children.

6 The prognosis for kids' learning respect for the law and understanding how trust and law work to maintain our society doesn't look so good. They're being treated like criminals as they are prodded, searched, ordered to urinate, and generally denied constitutional guarantees that many of them (not to mention the rest of us) still remember.

7 Worse, those who would speak up for their rights are being pushed to the brink. Refusing to submit to random drug tests today means giving up one's spot in the marching band. Once the entire school population is subject to searches, however, such an exercise of conscience will come at the cost of dropping out of school — or it will simply be impossible. What a lesson for the young to learn: You're not worthy of trust, and doing what you believe is right will come at the cost of personal destruction.

8 The prognosis for the rest of us is just as grim. With the Supreme Court having established that the government has the overriding authority to create a conforming society despite the existence of clear, constitutionally guaranteed freedoms to the contrary, nothing should be ruled out of the realm of possibility. The state, always hungry for new powers, should not be

trusted to limit its intrusions to the schoolhouse. Drug tests during car stops? A drug-test requirement for voting and driver's license renewal? For filing a tax return?

9 Give it five years — or fifty. It is clear that US children are getting used to violations that their grandparents, at least, would have found extremely offensive in their nature and outrageous in their disregard of the Constitution. America's future judges who are being brainwashed in their schools nowadays will no doubt laugh at the idea that on-demand urinalysis was ever a controversial issue.

(By Peter Cassidy, AlterNet. Posted July 17, 2002.)

A. What does the following refer to?

1. those (para. 1) : _____

B. Mark the best choice.

1. The topic of para. 1 is _____.

   a) America's schoolchildren
   b) awareness of citizens' rights
   c) the war on drugs
   d) humiliation of America's schoolchildren

2. If you **hand *carte blanche*** (para. 2) to someone, you _____.

   a) give them complete freedom
   b) encourage them to volunteer for something
   c) impose pressure on them
   d) ignore their needs

3. America's schoolchildren who are subjected to drug testing _____.

   a) learn how to respect the law
   b) are protected by the Constitution
   c) are condemned to being treated unfairly
   d) usually speak up for their rights

4. According to para. 7 _____.

   a) Subjecting children to drug testing might cause students to drop out of school
   b) There is nobody to speak up for the rights of the students forced to take the test
   c) If students refuse to take the test, they might be dismissed from school
   d) Those who insist what they believe is right can never be successful at school

5. The main idea of para. 8 is that _____.

   a) drug testing could expand beyond school borders
   b) drug testing should be required for any official work
   c) the Supreme Court supports the decisions of the government
   d) the Constitution guarantees the freedom of each individual

6. Which one of the following is **FALSE** according to the text ?

   a) Drug testing is imposed on schoolchildren who volunteer for some school activities.
   b) The interventions of the forced-treatment state are justifiable.
   c) Schoolchildren in America are exposed to emotional violence.
   d) It can be inferred that there are no objections to drug testing from the public.

C. Answer the following questions.

1. What should parents do according to the writer?

   _____

   _____.

2. What is the writer's purpose in referring to the Bush Administration's political vision in paragraph 5?

   _____

   _____.

3. According to the writer, why are the future generations of US citizens unlikely to view drug testing as a controversial issue?

   _____

   _____.

160 How Well Can Horses Hear?

1 Better than we can, horses' highly sensitive ears can detect a wide range of sounds, from very low frequency to very high, and at all levels they have more acute hearing. Adult humans have the ability to hear sounds up to about 20,000 cycles per second, but this sinks considerably by the time we are in our sixties. Tests on horses have established that they can hear up to 25,000 cycles, appreciably above our hearing range, but just as it happens with us, this starts to decline with age. The sharpness of their hearing exceeds ours thanks to their large and wonderfully mobile external ears. Controlled by no fewer than sixteen muscles, each ear can be rotated through about 180 degrees, pinpointing the source of particular sounds from a great distance. Time and again a horse-owner has noticed that his horse has reacted to an approaching noise before he himself could detect anything.

2 Horses are so good at detecting natural disturbances such as distant storms, high winds and earthquakes that some horsemen have insisted that their animals possess a sixth sense. To be certain of **this**, however, it would be necessary to study the reactions of totally deaf horses. The chances are that in all such 'mysterious' reactions the horses are in reality responding to tiny sounds that are still too far away for the human ear to hear. Even earthquakes may be sensed through this ability because they are preceded by low-frequency geophysical vibrations that can be heard at the lower end of a horse's hearing range. People living in earthquake zones have frequently noted that their horses become intensely agitated and highly vocal just before a quake strikes — a useful early warning for us, humans.

3 These comments should not be taken to mean that horses necessarily lack a sixth sense, but merely that we should be wary of assuming that such a sense is operating if we observe a horse react in a way that is inexplicable to us. However, it is possible that if we could eliminate all the normal senses of sound, sight, smell, taste and touch, we might well find that, like many other species, the horse is able to respond to such clues as the changing magnetic field of the earth. Many riders, thrown by their horses during an afternoon ride, have marveled at the way their animals have unerringly found their way back home, over strange terrain, later that night. Such cases may be examples of sensitive hearing — the twisting ears of the animal picking up distant, familiar sounds — or they may be examples of even more extraordinary sensitivity to the 'magnetic map' of the home territory. Whichever sense is operating, one thing is certain: horses are remarkably tuned to the environment in which they live.

4 Such is this sensitivity that a particularly noisy environment can be distressing to a horse. People who keep their animals near airports or busy road systems report that **they** often become high-strung because what for us would be an unpleasant cacophony of sounds is an unbearably loud noise for the horses. They can shut out the sounds to some extent by flattening their ears, but even **this** is not enough, and care should be taken to avoid such exposure wherever possible. Police and parade horses have to be schooled to display the highly unnatural response of not reacting to shouts, cheers, drums and bands on public or ceremonial occasions, and **this** requires a great deal of patience and training. Even when they have had their natural reactions suppressed in this way, they can be observed, on the great day, wincing and twitching as the blasts of sound hit them. They do not rear up or flee in panic as they wish to do, but they still show by their telltale body-language that they are far from calm as their delicate ears are bombarded with painful stimuli.

5 One special benefit of the horse's sensitivity to sound is that an intelligent rider can readily train a horse to respond to softly spoken, simple words of command. Any horse can be made to react, just like a dog, to words such as 'stop', 'go', 'yes' and 'no' — and many others — but for some reason this ability is not utilized to the full. Some horsemen seem to feel, misguidedly, that it is wrong to talk to a horse and that all commands should be given by physical means — tugging, pulling, twisting and the rest — but such an attitude fails to make use of one of the horse's great attributes: its brilliant sense of hearing.

A. What do the following refer to?

1. this (para. 2) : that _____
2. they (para. 4) : _____
3. this (para. 4) : _____
4. this (para. 4) : the fact that _____

_____

B. Find the words in the text that mean the following. Write only ONE word. Do not change the form of the word.

1. sharp, sensitive (adj.) (para.1) : _____
2. locating exactly (v.) (para. 1) : _____
3. not explainable or understandable (adj.) (para. 3) : _____
4. made use of, used (v.) (para .5) : _____

C. Answer the following questions.

1. In what way are horses and humans similar in terms of their hearing ability?

   _____

   _____.

2. What kind of behavior are horses likely to show prior to an earthquake?

   _____

   _____.

3. What are the two ways that a horse could be using to find its way home?

   a) _____

   b) _____.

4. How do horses make us understand they aren't calm?

   _____

   _____.

5. Why is the writer against the idea of commanding horses by physical means?

   _____

   _____.

161 MERCHANT OF VENOM

1 If one of the greatest gifts is to discover early in life what you are meant to do, then Charles ("Chuck") Kristensen, 49, must be counted among the lucky ones. He found his calling in 1973, at 22, while working for an entomologist at the University of Minnesota. "I spent a lot of time watching spiders," he recalls. All that web making, spider mating and insect catching resonated with something in his personality — he still can't say what. "It just nailed me," he says. "I knew I would be working with spiders for the rest of my life."

2 Arrayed on tray-size boards and more than twenty 2-metre-tall racks are some 50,000 spiders representing dozens of species: sleek, lacquered western black widows, hairy fishing spiders, palm-size *Gramostola spatulata* from Chile, even a fist-size, cocoa-brown African king baboon tarantula. This is the livestock of Spider Pharm, an operation that Kristensen began as a hobby in 1980, and that has since grown into the most active purveyor of spider venom in the world.

3 "Spider venom is a gold mine of pharmacological tools," explains Michael Adams, a venom-using neuroscientist at the University of California at Riverside. The active compounds in venom bind with extreme selectivity to molecules on the surfaces of living cells, a property that can be of invaluable use to researchers developing new medicines with better specificity (and thus fewer side effects) or just trying to understand, at the molecular level, the inner workings of living cells.

4 A venom purchased from Kristensen in the 1980s, for example, helped neuroscientist Rodolfo Llinas of New York University School of Medicine discover a new calcium channel involved in the communication between certain neurons. Another toxin extracted from Spider Pharm venom in 1995 by Kenton Swartz at the National Institutes of Health is being used to probe the function of proteins **that** are located on cellular membranes and have been implicated in diseases ranging from diabetes to epilepsy.

5 How does one extract venom from a tiny, delicate and perhaps deadly spider? In a word: carefully. Kristensen and his wife Anita start by tranquilizing the specimen with a gentle breeze of carbon-dioxide gas from a cylinder behind the milking desk. Once the spider is groggy, the milker, peering through a low-power stereoscopic microscope, gently picks it up with metal tweezers that are connected to an electrical supply. When a mild shock is administered through the tweezers, the spider promptly spews up pretty much everything liquid inside it—including digestive enzymes. That was a problem early on, until Chuck devised a combined "mouthwash" and venom-collecting system that keeps the two fluids separated using a hollow suctioning needle and a miniature glass pipette.

6 It often takes hundreds of spiders and the better part of a day to harvest enough venom—a few drops—to fill an order. For their trouble, Chuck and Anita each week send out up to three or four packages of frozen or freeze-dried venom, usually to pharmaceutical and chemical companies. It's a hard way to make a living, even when it is supplemented by income from odd jobs like the technical adviser gig Chuck landed for the 1990 film *Arachnophobia.* For most of the past decade, Chuck handed scaled-back day-to-day operations of Spider Pharm to Anita while he worked for American Cyanamid, helping the company investigate spider venom for possible use in new insecticides. However, Chuck wasn't very happy with the work or the management turnover **there**, and last year he returned full time to his true calling — "to make venom widely available for research." To better carry out this mission, he has branched out geographically, developing new supplies of venom from as far away as China and Kazakhstan. "Spiders are everywhere," he says, "and you never know which one will lead to a scientific or medical breakthrough."

(By Ivan Amato July 31, 2000 *Time Magazine*)

A. What do the following refer to?

1. that (para. 4) : _____
2. there (para. 6) : _____

B. Find words in the text that mean the following. Write ONE word only and do not change the form of the word.

1. displayed, exhibited (v.) (para. 2) : _____
2. seller, supplier (n.) (para. 2) : _____

C. Complete the following statements using the information in the text.

* Kristensen watched spiders (1a)_____, (1b)_____, and (1c)_____ while he was working for an entomologist.
* In the 1980s, spider venom helped Llinas establish the existence of a(n) (2)_____.
* In order to extract venom from a spider, first, the spider must be tranquilized by using (3)_____. Metal tweezers attached to a/an (4a)_____ are used to give the spider a/an (4b)_____.
* Kristensen cannot make a living only by (5)_____ _____ and selling it to (6)_____ _____; he also needs to (7)_____ by doing some odd jobs, such as giving technical advice for the film *Arachnophobia.*

D. Mark the following statements True (T) or False (F) .

T F 1. The fact that spider venom selectively clings to molecules on the surface of living cells makes it invaluable to researchers.

T F 2. The only problem Kristensen hasn't been able to solve yet is keeping the venom and the digestive enzymes separate from each other while milking a spider.

T F 3. Kristensen aims to contribute to scientific or medical research extracting venom from different species of spiders.

162 PENGUIN CRÈCHES

1 The Emperor penguin is the largest of all the penguins. It is also one of the most biologically interesting. Concentrated in the Weddell Sea and the Ross Sea, Emperors remain in Antarctica permanently, breeding on the sea ice in some of the coldest conditions on Earth. Instead of building nests or defending a fixed territory, they use their bodies to incubate and raise their young. This unique breeding behavior--Emperors are the only Antarctic birds that breed in winter-- has developed to allow chicks to grow to independence at a time when food is most plentiful and predators are few. Many Emperors gather their chicks together in day-care centers called crèches.

2 Briefly, a crèche is an accumulation of penguins in proximity, usually touching. Crèches are found in almost every Emperor penguin population, and because the females go off to the sea to feed, they are formed by male adults and juveniles. The Antarctic climate is particularly harsh, especially in the depths of winter when temperatures reach well below freezing; together with brutal winds, the Antarctic thus becomes uninhabitable for most animals. Therefore, Emperor males, while cradling their single eggs on their feet, form groups of tightly knit populations to keep warm. Once they hatch and are capable of being somewhat independent, Emperor penguin juveniles also **do this**.

3 From a physical point of view, the crèche is composed of a periphery (i.e., the outside) and a central part, or inner range. It is important to understand the physical relationship between the penguins on the inside and those on the outside. Penguins on the periphery lose more heat than they gain, while those nearest the center retain and receive more heat. Additionally, winds and drifting snow bombard members of the periphery, accelerating the heat lost by these members. Since wind minimally contacts central members of the crèche, the inside is much warmer than the outside. As a result, throughout the nights and coldest days while these crèches exist, members of the periphery move towards the central regions and the crèche appears to move in unison from its original formation spot.

4 What are the evolutionary and behavioral purposes of a crèche? The notion that individuals on the periphery take their turns on the outside and that members on the inside relinquish their turns at the center so that the two populations may "switch" is wrong. Individual penguins are not really willing to take turns in any of these positions in the crèche; instead, each and every one is focused on getting to the center and remaining at the center, simply because each is probably uninterested in the collective survival of the group. The idea that Emperor penguins take their turns so that other penguins have a chance of staying warm is an example of the theory of group selection. This is a largely discounted evolutionary theory which suggests that individuals act to ensure the survival of the group, with the underlying notion that group survival leads to individual survival. However, a more appropriate and correct evolutionary theory is kin selection. Kin selection hypothesizes that individuals conduct themselves in such a manner as to ensure the survival of that individual as well as those related to it. But in the case of Emperor juveniles, each chick is the sole offspring of its parents; therefore, the Emperor juvenile has no kin within the crèche. Hence, the Emperor juvenile looks out for itself, and it most likely makes every effort to attain a central position in the crèche and keep it just for its own survival, which also explains why crèches appear to be always on the move.

5 If the center is such a prized location, why don't penguins fight for it? If they are reluctant to fight, why? These are certainly valid questions and may even cast doubts on the theory. Simply, fighting is always a last resort in animals. Most animals go through extensive and ritualized displays to exert dominance before fighting. Most of these displays result in one of the two backing down. That answers part of the question. However, what about those willing to fight? With temperatures below -60 degrees centigrade and the scarcity of food, fighting is expensive energy-wise and repair may not be possible under these severe conditions. With the risk of injury and loss of energy, the absence of fighting -- usually restricted to petty

squabbling and flapping -- is observed, since conserving energy is more appealing than fighting over a possibly better position that constantly changes. **This** does not, however, prevent them from attempting to fight occasionally.

6 Those penguins that don't achieve central positions are more likely to fall victim to the weather, which is an example of natural selection.

A. What does the following refer to?

1. do this (para. 2) : _____
2. This (para. 5) : the fact that _____

_____

B. Find the words in the text that mean the following. Write only ONE word. Do not change the form of the word.

1. (for an animal) to keep its eggs warm (v.) (para. 1) : _____
2. give up (v.) (para. 4) : _____
3. unaccepted, ignored (adj.) (para. 4) : _____
4. unwilling (adj.) (para. 5) : _____

C. Mark the following as True (T) or False (F).

T F 1. The important members of the crèche are the female penguins and their young.

T F 2. There is movement within the crèche as each juvenile is trying to move to the outside.

T F 3. The theories of kin selection and group selection explain the move of the penguins differently.

D. Answer the following questions.

1. Despite the severe weather conditions, why do Emperor penguins breed in the winter?

_____

_____.

2. What are two weather phenomena that make it almost impossible for the majority of animals to survive in the Antarctic?

a) _____

b) _____.

3. Give two reasons why the penguins on the outside of the crèche are at a disadvantage.

a) _____

b) _____.

4. Why can't Emperor penguins' attempt to attain a central position in the crèche be explained with the theory of kin selection?

_____

_____.

5. Write two reasons why penguins do not fight to stay in the central position?

   a) _____

   b) _____.

6. Read the last sentence of the text again. In your own words, what do you think happens to those penguins?

   _____

   _____.

163 TICK, BUZZ, IT'S THAT TIME AGAIN

1 One of the first to spot the invasion in the South was a retired textile worker Hugh Salmons, who on May 9, saw the glistening bodies on the willow oaks in his front yard in Elkin, N.C. The next morning, Judy Carpenter, 32, of Blairsville, Ga., was in her backyard playing softball with her daughter when she saw one creature, its red eyes glinting in the sun and its clawed front feet pulling it through the grass.

2 After nearly two decades of a subterranean existence, one of the two largest broods of the 17-year cicadas (pronounced suh-*kay*-dahs) is back. During the next few weeks, the eastern U.S. will become infested with these mysterious insects, which emerge from the ground every 17 years to mate and die. This year, as in previous appearances, their numbers are likely to reach into the millions to the acre. The greatest concentrations are expected in the suburbs, where the days will be filled with a cacophony of ticks and buzzes that will wax and wane with the heat of the sun.

3 Many people still call the cicadas "locusts," because that is what the Pilgrims first called them, thinking no doubt of the locust plagues described in the Old Testament. Actually, those biblical insects were migratory grasshoppers, which even today cause extensive crop damage in Africa, Asia and South America. In contrast, the 17-year cicadas are reasonably innocent bugs whose only sins are sucking sap out of trees for nourishment and killing small branches by laying eggs in them. They also mess up lawns with their 2-inch-long bodies. Vulnerable sapling oaks and fruit trees can easily be protected with a covering of cheesecloth. "They're more of a nuisance than anything else," says Douglas Miller, an entomologist with the Agricultural Research Service.

4 Compared with the average bug, which goes from birth to death in less than a year, the 17-year cicada is Methuselah: it has the longest life cycle of any known insect. In all, there are twelve distinct broods of 17-year cicadas, each of which emerges in a different year. This year's group is referred to by scientists as Brood 10. The other large group, Brood 14, is due to make its next appearance in 2020.

5 What triggers the insect's emergence from the ground exactly on cue in the final months of its life cycle is one of nature's continuing mysteries. Scientists assume that hormones play a role. The creatures also appear at about the time the soil temperature reaches 68° to 70° Fahrenheit, which is why they are first seen in the South.

6 In its long stay underground, subsisting on sap in tree rootlets, the cicada nymph passes through five stages, or instars, each of which ends with the insect throwing off its carapace. About two months before **it** is ready to emerge, the nymph tunnels its way upward, lying at the surface and building a protective earthen turret if the ground is too damp. This final rest stop is truly character building: **it** apparently enables the insect to develop adult claws and muscles to help it cope with life above the ground. "Their bodies undergo a major transformation, especially of muscle structure," says Miller.

7 As a safeguard against predators, the cicadas usually first crawl out of the ground after sunset. Their main defense, though, may be sheer numbers: birds, raccoons and skunks can crunch up only so many insects. After climbing the nearest vertical object – a tree or a post, for example – the insects take their last step toward adulthood. They hook their needle-like claws into the surface, arch their backs to break their skin and then wiggle free. A day later, they are ready to fly away. All this is a prelude to courtship, with the males seeking to attract mates with their staccato siren song, produced by vigorously vibrating two drum-like appendages on their abdomens.

8 The final hours of the cicada's three-week life above the ground are played out as the female deposits hundreds of eggs in a series of pockets cut into twigs. Nine weeks later, the microscopic nymphs hatch, drop to the ground and burrow down as far as two feet, where they grow, eat and await their coming-out 17 years later. The fact that this brood will not reappear until 2020 is one reason scientists are reluctant to put too much of their time into unlocking the cicada's secrets. As Richard Froeschner, a research entomologist at the Smithsonian Institute, points out, "Enthusiasm and curiosity tend to fade away between generations."

(*Time Magazine* / **May 25, 1987**)

A. What do the following refer to?

1. it (para. 6) : _____
2. it (para. 6) : _____

B. Find the words in the text that mean the following. Write only ONE word and do not change the form of the word.

1. underground (adj.) (para. 2) : _____
2. filled, covered (adj.) (para. 2) : _____
3. weak, unprotected (adj.) (para. 3) : _____

C. Mark the best choice.

1. Which of the following is **TRUE**?
   a) An average bug's life span is at least twelve months.
   b) When they first emerge above ground, cicadas are not adults yet.
   c) This year, the number of cicadas will be in the millions for the first time.
   d) The twelve different broods of cicadas emerge from the ground at the same time.
2. It can be inferred from the text that _____.
   a) cicadas break their backs by using their clawed front feet
   b) scientists are not yet sure what causes the emergence of cicadas
   c) cicada eggs are laid underground for the next hatching
   d) interest in the mysterious cicadas doesn't change with time

D. Answer the following questions.

1. In what ways are cicadas harmful to the environment?

   _____

   _____.
2. What do cicadas do to avoid falling prey to other creatures?

   _____

   _____.
3. What do male cicadas do when trying to attract a female's attention?

   _____

   _____.

164 THE POPPY—BLESSING AND CURSE

1 Among the 400,000 or so species of plants known in the world today, *Papaver somniferum*—that pretty little poppy whose petals may be white or red or mauve or purple—is unique in its profound and far-reaching effects on humanity, both good and evil. That's hardly the way Mrs. Ouida Parsons saw it when police pulled up and burned the poppies in her garden in Oklahoma. "My land," she said, "I've never seen such a to-do over a bunch of flowers." True, those were opium poppies, illegal in the United States. But she'd been growing for some 40 years. "I never did pay a bit of mind to that opium business."

2 Yet what awesome business it is, the opium poppy and all that comes from it—and how closely it touches so many of us.

3 Take codeine, for example. It is a drug which comes in pills to relieve pain after operations or tooth extractions, in syrups to soothe coughs. In 1983, the most recent year for which such figures are available, codeine was the key ingredient in 65 million prescriptions dispensed by American drugstores; among all the new prescriptions filled, Tylenol with codeine was number one. If there's codeine in your medicine cabinet, chances are two to one it was processed by a government-authorized company from black opium gum imported from India, where tens of thousands of farmers raise poppies under licenses from their government. All perfectly legal, a good thing for everyone involved.

4 But from *Papaver somniferum* also comes the drug heroin—usually a powder, white or beige or chocolate brown, nearly all produced by outlaws primarily from poppies illicitly grown in remote corners of Asia or Mexico. Smuggled into the U.S., it reaches nearly every community and every level of society, bringing addiction and misery to hundreds of thousands. Theft committed for money to buy heroin is a major cause of crime in American cities.

5 Incidentally, in case you're wondering about poppy growing in a neighbor's garden: That may be the corn poppy, *Papaver rhoeas*, the species that impressed the poet John McCrae in Flanders fields; or, most likely, the Oriental poppy, *Papaver orientale*; perhaps the California poppy, *Eschscholtzia californica*, the state flower of California. Nothing illegal about those. *Papaver somniferum* resembles them all but is crucially different and—for a variety of reasons, as we shall see—of considerable concern to a great many people around the world.

6 What gives the opium poppy its power for good or ill? First of all, its chemistry: Day and night certain nitrogen-containing compounds, or alkaloids, are produced by the plant and stored in its cells. After the petals fall, the seed capsule swells; if the capsule is shallowly incised while still green and unripe, a milky, alkaloid-rich sap seeps from tiny tubes in the capsule wall. It dries, darkens, turns gummy—that's opium. In its long recorded history, it initially appears as an accessory of magic and religious ritual, as a sedative and sleeping potion.

7 Among the exhibits devoted to medicine in the Science Museum in London there are five-inch-high ceramic jugs shaped like poppy capsules, one with stylized incision marks. They are from Cyprus, late Bronze Age, circa 1500 B.C.—presumably to hold opium dissolved in water or wine, for export to Egypt. Soon Egypt grew poppies too. They figure on Greek coins, pottery, and jewelry, on Roman statuary and tombs.

8 In Homer's *Odyssey* the potion Helen of Troy mixes—"to quiet all pain and strife, and bring forgetfulness of every ill"—is thought to have contained opium. There has even been speculation about the "vinegar mingled with gall" offered to Christ on the Cross; the ancient Hebrew word for gall, rösh, means opium.

9 Certain is that from the 4th century B.C. onward, the fathers of Western medicine recognized it as a pain reliever—Hippocrates, Dioscorides, Galen. Around 1530 Paracelsus is said to have dissolved it in alcohol; this tincture of opium became known as laudanum. The Science Museum has scores of old medicine chests, and almost all have laudanum in them, says a curator, it was so widely used. By 1815, a German pharmacist, F. Serturner, had isolated the principal opium alkaloid—$C_{17}H_{19}NO_3$—and named it for Morpheus, the Greek god of dreams. Hence morphine, to this day in every U.S. hospital pharmacy; it is the modern world's standard against which all pain medicines are measured.

10 Doctors say that for the worst sort of acute pain—a kidney stone, acute pancreatitis—morphine is unequaled. Ambulances carry it in case someone is severely burned or pinned in a wreck; and especially for cases of congestive heart failure—morphine dilates blood vessels, preventing fluid from backing up into the lungs. In every U.S. Army infantry platoon the aidman's kit holds morphine, a badly wounded soldier may get it injected to a muscle right through his clothing. That's why opium and morphine are in the U.S. Strategic and Critical Materials Stockpile.

11 But a long time ago, too, it was found that too much opium, drunk or eaten, can kill. Too much laudanum, taken too long, can bring misery, as it did to the 19th-century writer Thomas De Quincey. In the *Confessions of an English Opium-Eater*, he tells how he at first experienced music like perfume, living a hundred years in one night, ecstasies of divine enjoyment. But eventually, addiction and horror—thousands of years in stone coffins, cancerous kisses from crocodiles.

12 Similarly, morphine could also become a problem, especially after the hypodermic needle, invented in 1853, facilitated shortcuts to euphoria. In 1898 came the marketing of heroin—morphine to which has been added one of certain chemicals related to acetic acid, increasing its strength as an analgesic or pain killer, about two and a half times. Introduced in Germany as a remedy for cough and diarrhea, heroin was also proposed as a morphine substitute, less likely to lead to addiction. The opposite proved true.

13 In the human body, heroin is rapidly decomposed into morphine again; but when heroin is injected directly into a vein, the first effect is a rush, an overpowering sensation of pleasure. The long-term effects tend to be devastating: addiction, or dependence, of a double sort. Physical—if you don't have it, you get sick, nauseated, hurting all over; that can be overcome in a week. And psychological—you want it more than anything else; that may stay with you for life.

14 Many addicted to morphine or heroin will do almost anything to get it—lie, steal, prostitute themselves. The writer William Burroughs, formerly hooked himself, calls it the ultimate merchandise. "The client will crawl through a sewer," he says, "and beg to buy." That, plus human greed, can make the poppy so formidable a troublemaker.

15 Current U.S. government estimates of consumption of illegal drugs, and the wholesale and retail prices they bring, suggest that Americans spend four billion dollars a year for heroin. For other illicit drugs not related to the poppy, it's more: 18 billion for cocaine, refined from the leaves of the coca shrub; 44 billion for marijuana, the dried leaves and flowers of the cannabis plants. But compare the markup as these drugs pass from wholesaler to consumer. For cocaine and marijuana, as much as 200 percent. For heroin, 900 percent!

(The above text is taken from the *National Geographic Magazine*, February 1985 Vol.167, NO. 2, pp 143-149.)

A. Mark the best choice according to the text.

1. Which of the following can be inferred from the text ?

   a) Doctors are reluctant to prescribe medication containing codeine because patients easily become addicted to it.
   b) Although *Papaver somniferum* is the best known, there are several different poppy species from which opium can be obtained.
   c) Hippocrates, Dioscoridos and Galen used opium to help sooth their patients' pain.
   d) Among the drugs mentioned in the text, morphine is the least addictive.

2. Which of the following is **TRUE** according to the text?

   a) Mrs. Parsons had been in the opium poppy business for some 40 years when the police burned the poppies in her garden.
   b) Circa 1500 BC, Egypt was exporting opium dissolved in water or wine to Cyprus.
   c) So as to relieve his pain, Christ on the Cross was given laudanum.
   d) If hypodermic needle had not been invented, heroine would probably not have turned into such an addictive and dangerous drug.

3. Which of the following is **FALSE** according to the text ?

   a) Most of the raw material for heroin comes from Asia or Mexico.
   b) In Homer's *Odyssey*, Helen of Troy is thought to have used heroin when preparing a potion to relieve pain and bring forgetfulness of every ill.
   c) One can get over the physical effects of heroin addiction but it may never be possible to get over the psychological effects.
   d) It is not only its chemistry but also the greed of humans that make heroin so dangerous.

B. Answer the following questions.

1. Why do they make sure that there is morphine in every hospital, ambulance and aid man's kit in the US Army?

   _____

   _____.

2. How is heroin produced?

   _____

   _____.

3. Why does the writer William Burroughs call heroin the "ultimate merchandise"?

   _____

   _____.

C. Fill each gap with appropriate information from the text.

Codeine, which is primarily obtained by processing (1)_____ _____, relieves pain and coughs.

If the capsule of the poppy plant is shallowly incised when it (2)_____ _____, from the tiny tubes in its wall will seep a milky, alkaloid-rich sap, which will (3)_____ _____ once it has dried, darkened and turned gummy.

The word morphine is derived from (4a)_____, which is the name of the (4b)_____. It was (5a)_____ who gave (5b)_____ this name upon isolating it from opium.

Thinking that (6)_____, Germans used it instead of morphine to cure coughs and diarrhea. (7a)_____ is the drug American drug consumers spend the most money on despite the high price they have to pay because of the (7b)_____ it receives before reaching them.

APPENDIX A. LOGICAL SEQUENCE

Mark the choice that follows most logically.

1. On 1 January, 300 million Europeans in 12 countries woke up to a new currency: the euro. Unlike what most people think, the euro is not new. _____.

   a) In other words, following the launch of the euro banknotes and coins, everyone doing business or traveling in Europe is benefiting from dealing with just one currency
   b) Therefore, everyone is trying to get used to the euro as it has already become the only valid unit of currency in Europe
   c) The reason why Europe changed its currency was to make money transactions easier
   d) On the contrary, it has been used in electronic transactions and by banks and international businesses thousands of times since January 1999

2. Scientists are still arguing over the idea that the catastrophe that killed the dinosaurs 65 million years ago was caused not by a single meteor, but by a bombardment of them. _____.

   a) However, the real reason for the extinction of dinosaurs will probably remain a mystery unless sound evidence is found
   b) For example, vegetation died, causing the extinction of dinosaurs due to starvation
   c) Because of this, periods of heavy meteor bombardment corresponded to periods of massive volcanism in the prehistoric ages
   d) Furthermore, there is no evidence anywhere on Earth that meteor impact has ever caused a disaster

3. Losing your job can be a disturbing experience. You might suddenly find yourself penniless. You may lose your self-respect. _____.

   a) In fact, when money is not a worry and self-esteem is rock-solid, being sacked might not be a problem
   b) Hence, there is always the chance of finding a new job that even pays double your old salary
   c) Moreover, your children may come to regard you as a failure and may not respect you any longer
   d) As a result, relationships with children do not appear to change after the loss of a job

4. All the economic sectors of Somalia, which include livestock, agriculture, fisheries, and forest products, depend on the natural resources of the country. _____.

   a) In other words, the depletion of marine resources due to over-exploitation and pollution constitutes a problem
   b) What is more, there is evidence of growing degradation of the environment, largely due to unplanned, unregulated, and irrational exploitation of natural resources
   c) Therefore, environmentally-friendly practices for the exploitation of these resources are crucial to the economic and social well-being of the people
   d) In spite of this, the problems of deforestation and lack of forest management, which in the long run result in desertification, have to be solved before it is too late

5. In recent decades, there has been increasing evidence that global and regional climates are changing, producing different effects in different parts of the world. _____.
   a) Furthermore, the climate in South Africa will change in a different direction compared to the climate in areas that are located further away from the oceans and seas
   b) Although climate change can only be dealt with properly through international agreements, individual countries will also have to do their part to reduce emissions of greenhouse gases
   c) As a result of this, the observed change in climate is unlikely to have a natural cause and can only be explained by a human-induced greenhouse-gas effect
   d) For example, the Netherlands is more likely to be affected negatively by climate change than other countries in Northern Europe because large parts of the country are situated below sea level

6. In December 1996, the Turkish state electrical utility, TEAŞ, invited offers from foreign reactor companies for the construction of a nuclear power station to be built at Akkuyu Bay on Turkey's Mediterranean coast. _____.
   a) Nevertheless, three nuclear firms from Canada, Germany, and the US insist on building the plant
   b) However, Turkey's attempt to start a nuclear program came just as the developed world stopped building new nuclear plants and went for cheaper, cleaner, and safer generating options
   c) Consequently, nuclear power is not beneficial due to its high cost, unpredictable performance, dangerous technical problems, the risk of catastrophic accidents, and environmental damage
   d) Despite poor performance, bad management, and safety problems, they are trying to sell this flawed technology to countries in the developing world

7. Genes are not the only factor determining one's nature. Both parents may have slow metabolisms and may be overweight. This, however, does not mean that _____.
   a) what the child is like as an individual has much to do with his lifestyle
   b) their child will also be overweight or carry the risk of becoming overweight
   c) their child will have a faster metabolism, preventing him from gaining weight
   d) environmental factors play an important role in the child's physical characteristics

8. Stress is your body's response to any demand made on it. Humans need some stress in order to function well. On the other hand, _____.
   a) the stress put on young adults to do well in exams is enormous
   b) as stress levels increase, a person's performance increases as well
   c) people's bodies react to stress in different ways
   d) too much stress can have devastating effects on one's health

9. The name of the organization "Nu-Clear Arms" is very deceptive. They are not producing nuclear weapons. On the contrary, they are _____.
   a) providing plutonium and uranium to the nuclear-weapon producers
   b) in the black market of nuclear weapons sold to Third World countries
   c) a voluntary group working against the production and use of nuclear weapons
   d) producing machinery that is essential in the production of nuclear weapons

10. The movie "Gangs of New York" is extremely disturbing because there is too much violence in it. In fact, _____.

a) the latest camera techniques were used while shooting the film
b) seeing so much blood and death gives you nightmares
c) the story is about the formation of the early gangs, including the Mafia, in New York
d) even Leonardo di Caprio and Daniel D. Lewis's good acting doesn't make it worth seeing

11. Some countries have unanimously agreed that the use of mass destructive weapons must not be allowed under any circumstances. _____.

a) Nevertheless, they have not been able to reach an agreement to stop the production of such weapons
b) However, they demand that all countries possessing such weapons report them to the United Nations
c) Therefore, they have decided that possessing such weapons be restricted only to themselves
d) In other words, they have decided that the production of such weapons should continue

12. Turkey's EU membership will bring economic benefits not only to Turkey but also to Europe since _____.

a) the economic benefits to Europe are not expected immediately
b) Turkey's membership will make a great contribution to security in the 21st century
c) Turkey's membership will mean a bridge between the east and the west
d) the EU will have access to a younger workforce as well as a larger consumer market

13. Despite being an EU candidate since 1999, _____.

a) many Europeans are against Turkey's membership due to its culture
b) Spain, Italy, Greece, and the UK support Turkey's EU membership
c) Turkey has still not been given a date for membership talks
d) Turkey is in the process of carrying out a long list of fundamental reforms

14. While the Greek Cypriot Republic is internationally recognized, _____.

a) it is now a European Union member state
b) the European Union is insisting on the unification of the north and south
c) many Turkish Cypriots perceive Rauf Denktaş as an obstacle to EU membership
d) the Turkish Republic of Northern Cyprus is recognized only by Turkey

15. In spite of several measures against corruption in Turkey, _____.

a) the government is currently preparing a new law against it
b) its economy is far behind EU standards
c) it remains at a high level and affects many aspects of public life
d) the government is making great efforts to meet the EU criteria

16. The EU commission reported that Turkey had taken important steps to allow its citizens to enjoy fundamental freedoms and human rights. Nevertheless, it reported, _____.

a) Turkey still does not meet the EU's political criteria
b) the EU wants to see Turkey as part of Europe as soon as possible
c) Turkey has been trying hard to recover from an ongoing economic crisis
d) Turkey has significantly improved the regulatory burden on the private sector

17. Prejudice is a usually negative attitude toward the members of some group, based solely on their membership in that group. In other words, _____.
    a) it refers to the taking of negative actions toward the members of groups that you cannot agree with
    b) people holding negative attitudes toward the members of various groups cannot express these views directly
    c) it may lead to aggression against its targets and even to the destruction of certain groups in society
    d) a person who is prejudiced toward a group tends to have negative feelings for its members just because they belong to that group

18. Stereotypes refer to cognitive frameworks suggesting that all persons belonging to a social group show similar characteristics. Recent findings indicate that stereotypes are closely linked to prejudice. _____.
    a) Similarly, until recently, evidence for the existence of this link was not as strong as one might guess
    b) For instance, highly prejudiced persons respond more quickly to stereotype-related words than less prejudiced persons
    c) Yet, negative attitudes people hold towards various groups can activate negative stereotypes about them
    d) In addition, psychologists claim that early experience can lead to prejudice when children are trained to hate various groups

19. A person is not more likely to get help from bystanders as the number of bystanders increases. _____.
    a) In general, a bystander must go through five crucial steps involving decisions that either inhibit or encourage help
    b) Furthermore, possible negative consequences for the helper usually prevent the bystander from providing help
    c) However, if the victim is not perceived as the cause of the problem, people are more willing to help
    d) On the contrary, the more bystanders present as witnesses, the less likely the person is to receive help

20. Contrary to what many believe, not all aggression stems from frustration, and frustration does not always lead to aggression. In fact, _____.
    a) frustration is a source of aggression only when it creates negative effects
    b) aggression is acquired through past and current learning experiences
    c) research indicates wide cultural variation in the levels of aggression
    d) punishment can be an effective way to reduce aggression

21. Napster handles only MP3s, whereas Gnutella, file-sharing software similar to Napster, _____.
    a) enables the user to download any MP3 he/she likes by connecting to another user on the network
    b) may have file-eating computer viruses in the downloaded material
    c) is very difficult to ban because its files look like ordinary Web traffic
    d) includes all types of files, from simple text to video and 3-D graphics as well as MP3s

22. Many elderly people suffering from fatal diseases feel that they are a burden to family and society. As a consequence, _____.

a) they lack the knowledge and skills to alleviate their own symptoms
b) they will be encouraged to ask family, friends, and society to take care of them
c) they come to believe that euthanasia is the best solution for them
d) vulnerable people will ignore their relatives' request for euthanasia

23. The introduction of "legalized death" contradicts the major principle of medical practice, which is based on the Hippocratic oath, whose foundation is that _____.

a) doctors can be expected to heal as well as kill
b) euthanasia should not be used as an excuse for malpractice
c) the purpose of medicine is to minimize suffering and death
d) the image society has of doctors will not be wrecked

24. Just as murder is acceptable in cases of self-defense, euthanasia should be considered morally correct if the motive is mercy; therefore, _____.

a) laws should be modified to legalize euthanasia in certain cases
b) its legalization may cause misuse, overuse, or a loss of respect for the value of life
c) it shouldn't be against the patient's and/or the family's request or approval
d) a court approval is necessary to decide whether to unhook the patient's respirator

25. It is rather ironic that while Salinger's famous work, *The Catcher in the Rye*, is one of the most frequently censored books in the US because of its vulgar language and controversial ideas, _____.

a) many public schools around the country have banned the book from their curriculum
b) most parents find the main character, Holden Caulfield, a horrible role model for teenagers
c) it is, at the same time, the most frequently taught book in public schools
d) Salinger never tried to defend his work, nor did he respond to any of the critical comments

26. The reason why the Grimm Brothers' famous tale, *Little Red Riding Hood*, is banned from school libraries is that _____.

a) the presence of wine in Little Red Riding Hood's basket is claimed to encourage the use of alcohol among children
b) despite the violence described in the tale, at the end, both Little Red Riding Hood and her grandmother are saved by a hunter
c) stories about the never-ending struggle against evil usually end with the moral that it is good people who win in the long run
d) while the wolf symbolizes evil and deception, Little Red Riding Hood represents good and innocence

27. The male role, as socially defined, requires man to appear tough, objective, ambitious, and unemotional. Accordingly, _____.

a) the female role should no longer be defined as weak, subjective, sensitive, home-loving, emotional, and affectionate
b) men showing love and affection, crying, or talking about feelings and weaknesses are considered unmanly
c) men's potential thoughts, feelings, wishes, fantasies, and emotions are not as restricted as women's are
d) it is wrong to make sweeping generalizations about the male role and women's place in male-dominant societies

28. People with phobias are usually aware that their fears are irrational and illogical. Nevertheless, _____.

a) they can't help avoiding the object of their fears
b) they can be treated by using behavioral therapy
c) those who receive treatment can have productive, fulfilling lives
d) the most common form of social phobia is speaking in public

29. We are all naturally attracted to people with ideas, beliefs, and interests like our own. _____.

a) Moreover, those who behave in the same way as we do make us self-conscious and irritable
b) In fact, we tend to imitate people who know how to dress fashionably and attractively
c) On the contrary, we like to be praised and appreciated when we accomplish a task
d) Similarly, we feel comfortable with people whose physical appearance and clothes are like ours

30. According to research, at present, there is a great imbalance in energy consumption throughout the world. _____.

a) As a result, some nations show great similarities in their patterns of energy consumption
b) In other words, countries like Norway try to balance their energy budget by preventing energy waste and minimizing ecological damage
c) For instance, China, with one billion inhabitants, uses less electricity in total than the US uses for air-conditioning alone
d) However, measures should be taken to conserve energy in industrialized countries like Germany, whether the public likes it or not

31. Reading or circulating other people's mail doesn't actually mean that it is an illegal act. In fact, _____.

a) it is certainly not a nice thing to have your private life being discussed by people you have never seen in your life
b) according to federal law, anyone can view or reveal electronic communication if it is available to the public
c) internet-service-providing companies are complaining that the laws need to be changed as soon as possible
d) the government has increased its efforts to pass a law that will prevent people from forwarding other people's private mail

32. Most university students complain that they are unable to manage their time efficiently and thus can't study properly._____.

a) For example, second-year students' grades have fallen dramatically
b) On the other hand, campus facilities enable students to relax
c) Yet, they do nothing to improve their study habits
d) In addition, their parents continue to support them financially

33. She did not let the exam results upset her. On the contrary, she _____.

a) almost decided to leave university
b) became more determined to succeed
c) was miserable for a while and even started to study less
d) had to ask for help from a professional

34. While many ethnic groups originally fought for independence in the past, today almost all have accepted the union of the country as a fact. However, the military government _____.

a) is determined to improve the living conditions of these ethnic groups
b) has rejected all kinds of foreign support to attain its independence
c) will have to take harsh measures to stop the fighting
d) still believes some groups are secretly trying to divide the country

35. Whereas almost anyone could afford to go to a football match in the 1970s and 80s, today _____.

a) more and more women are showing an interest in the game
b) the rich form the majority of spectators
c) TV companies are paying huge sums of money to the top clubs
d) ticket prices are at their lowest for the last 50 years

APPENDIX B
I. PARAGRAPH COMPLETION

1. Many people take an interest in magical or supernatural happenings. One reason for this may be the attention that members of the scientific world pay to these supernatural phenomena and especially to people with supernatural powers like Israeli magician Uri Geller, who claims to have telekinetic powers. _____. Yet, the truth may be just the opposite. According to an article in *Technology Review*, scientists may be easier to deceive than most people.

   a) Living in a world where every attempt is made to produce accurate results, scientists are not prepared for the magician's skillful hands
   b) In the laboratory, every attempt is made to ensure that things are what they seem, but the world of magic is quite different from the world of reality
   c) The scientists that studied Uri Geller's power couldn't find any positive proof that Geller could move or bend objects just by using telekinesis
   d) For many of us, scientific interest or approval can be taken as positive proof, since we believe that scientists cannot be deceived like ordinary man

2. _____. In the twelfth century, the stone was used as a charm against evil spirits. A person had to tie the stone to a thread made out of donkey's hair and hang it over the left arm to drive off evil powers. According to the Hindus, the stone was bitter and cold. If it was worn above the heart, it could keep away thirst. Christian tradition viewed the topaz as a symbol of honor. The fifteenth century Romans used the stone to calm the winds and break evil spirits.

   a) The topaz, a yellow gemstone, is the birthstone of those born under the influence of Mars and Saturn
   b) There are many superstitions that have been associated with the topaz, a yellow semi-precious gemstone
   c) Semi-precious gemstones have always been associated with good or evil spirits and magical powers
   d) The topaz, which is a usually yellow or pink gemstone used in making jewelry, was believed to have evil powers

3. True to character, Charles Lindbergh planned his own burial just a few days before his death from cancer. The decision to plan his own burial was typical of Lindbergh's personality: _____. In 1927, he decided to fly non-stop over the Atlantic. Nobody believed he could do it, but he did. When people demanded that he return his medal given by the Nazis, he refused. Considering his past, it is not surprising that he wanted to end his life as he had lived it, on his own terms.

   a) He was a man who knew what he wanted and lived according to his own beliefs
   b) He was the first man to fly across the Atlantic Ocean
   c) He was a man of intelligence and talent who liked adventure
   d) He was an outgoing, cheerful, and optimistic man despite his stubbornness

4. _____. Therefore, most parents smile and hope that their children won't allow themselves to become too thin by going on a serious diet. However, in many cases, dieting is nothing to smile at. It is not a momentary whim that will be pursued and soon forgotten. Instead, it is the symptom of a serious emotional disorder. Doctors call such excessive and irrational dieting *anorexia nervosa*, or, because it has been known to lead to death by starvation, *the starvation disease.*

   a) Many teenagers, mostly girls, want to have perfect bodies like models, and the ones with a good figure go into modeling
   b) In today's figure-conscious world, it is quite natural for young people to desire a slim figure
   c) Victims of the starvation disease are usually teenagers who have no apparent reason to diet
   d) Determined to lose the imaginary excess of weight, many teenagers refuse to eat more than a few morsels (pieces) of food

5. Today, many people in Britain criticize the Royal Family. To them, the Royal Family has no useful function other than maintaining the class system and slowing down social change. Fortunately, they say, the power of the Royal Family is becoming limited. However, contrary to that belief, _____.

   a) the Royal Family avoids politics and tries to adopt simpler lifestyles
   b) other people think that without the monarchy, the government could spend more on housing, medical care, and welfare
   c) the Royal Family is simply just another tourist attraction, and the very idea of such a system is old-fashioned
   d) royal power is growing stronger, probably because of the support of newspapers and television

6. The summer season makes most of us feel good, and scientists believe that the reason for this is that light travels through the eye and sends a message to the part of the brain that controls sleep and appetite. Therefore, in the summer months, as sunlight is increased, your energy level goes up, decreasing the need to eat and sleep. In addition, _____.

   a) those suffering from low blood pressure may experience feelings of tiredness and anxiety at this time of year
   b) the heat from the sun creates a calming effect as it reduces blood pressure, producing a feeling of relaxation
   c) the more time you spend being active, the less time you spend eating and sleeping
   d) at this time of year, experts advise taking up exercise as well as eating and sleeping more in order to balance our energy level

7. Hidden in almost every European country, there are ancient and untouched forests, which are often rich in wildlife and are home to many endangered species. Although many of the ancient peoples of Europe worshipped trees, there is little respect for them today. Therefore, _____.

   a) with the growing awareness of the value of ancient woodlands, it is hoped those remaining will be saved
   b) they can't support a wide variety of plant and animal life
   c) the World Wildlife Fund has decided to draw attention to the importance of Europe's ancient woodlands
   d) almost a third of Western Europe is covered by trees, many of which were only planted recently

8. There are several types of drugs that an athlete can use to enhance his or her performance. Some of these drugs are banned by law and some are legally available by prescription. However, since it is against the ethics of sports to enhance performance by using drugs, _____.

a) athletes can only take them under prescription
b) they are all prohibited by sporting regulations
c) they are available only to athletes who need them
d) it is up to the athletes whether or not to take them

9. In ethics, the concept of "fairness" involves treating everyone equally and impartially. In sports, "fair play" is usually perceived as using only tactics that are in accord with the spirit of the sport. Some players use doubtful but legal tactics, such as distracting an opponent to gain an extra advantage in their sport. This practice is known as gamesmanship, and while it does not contradict the explicit rules of the sport, _____.

a) few people would argue that it is an ethical practice
b) it is considered fair and morally acceptable by many people
c) most sports have their own rules and opportunities for cheating
d) legal tactics that athletes play may be misinterpreted by the audience

10. Prospective parents who spend their time bodybuilding in the hope of producing another Arnold Schwarzenegger will be disappointed. This is because unlike our genes, which we inherit from our parents and which we are likely to pass onto our children, characteristics that we acquire during our lifetime as a result of environmental influences _____.

a) are not passed on from one generation to the next
b) play a passive role in our physical appearance
c) help to improve our physical features through exercise
d) may also appear in our children as distinct characteristics

11. In many countries around the world, women are entering the workforce in great numbers for the first time. It is true that more women are currently employed than ever before. _____. For a variety of reasons, women usually hold low-ranking positions. They are hired last, and they are usually the first employees managers tend to sack when employment drops off.

a) This increase in the workforce has strengthened the economy in a vast majority of countries
b) In fact, there has been a notable increase in the number of women doctors and lawyers in the last five years
c) Although this means women have less time for domestic affairs, men, in general, are not complaining about that
d) However, the goals of equal opportunity of employment for women have not been fully realized

12. Robots, already taking over human tasks in the automotive field, are beginning to be seen, although to a lesser degree, in other industries as well. There they build electric motors, small appliances, typewriters, pocket calculators, and even watches. _____. In this way, human personnel's exposure to radiation is prevented.

a) The robots used in nuclear plants deal with radioactive materials
b) However, manpower is still preferred in nuclear plants
c) Unfortunately, robots cannot be used in nuclear plants yet
d) The nuclear industry is one area where humans wish they could be better protected

13. A major problem in the world today is oil pollution in the oceans. When a big oil spill occurs out at sea, the immediate response is to treat it quickly before it spreads and drifts afar. Such oil slicks are attacked by spraying them with detergent chemicals. _____. These particles, called globules, are then attacked by the bacteria that are always present in the sea, and the oil is literally digested.

a) However, environmental organizations are against the use of such chemicals
b) The effect is to emulsify the oil, that is, to break it up into tiny particles
c) It takes more than a year for the slicks to be destroyed by the chemicals
d) The cost of cleaning up particles is met by the company responsible for the spill

14. Many residents of Illinois are willing to accept a certain level of damage and even a certain level of danger attributed to deer-auto accidents in the area; however, _____. Even neighbors who once spoke out against deer hunts now recognize that hunting is the best solution to maintaining a balance between human and deer populations.

a) trapping and hunting remain proven methods used by wildlife managers
b) the return of the deer from the brink of extinction is a wildlife management success story
c) it appears that those levels have reached a critical point in some areas
d) the damage caused by deer cannot be compared to the damage caused by black bears, which totaled over $560,000 last year

15. After nine years of marriage, one kid, and a film together, Meg Ryan and Dennis Quaid announced their separation. Although their shared publicist insisted that no third party was involved, _____.

a) Ryan was spotted with *Gladiator's* Russell Crowe in London at a David Bowie concert and in New York, sharing a cigarette
b) Quaid had no objection to Ryan's receiving custody of their child after the divorce
c) the couple were known to have a model marriage compared to other Hollywood stars who cannot remain married for more than a few months
d) he added that the couple's breakup took place six weeks ago, while Ryan was shooting a film in Ecuador

16. Today, medicine is increasingly concerned with transplant surgery, in which an organ from one person is placed into the body of another because it can often extend the patient's lifespan and improve his quality of life. Thus, there is a large demand for replacement organs. _____. As a result, in some countries, children are being kidnapped and killed in order to provide an illegal source of organs. At the same time, poor people in some Third World countries are selling spare organs, such as kidneys, from their own bodies because they desperately need money.

a) Yet the transplanted organs may be much more dangerous than the original ones
b) Therefore, some governments have outlawed transplant surgery
c) Besides, all technologies have the capacity to produce evil as well as good
d) Unfortunately, relatively few organs for transplantation are available

17. _____. Already, hundreds of major corporations in every industrialized nation are lining up to seize their share of the biotech market. Typical among them is Genentech, which began its existence in October 1980 by offering more than a million shares of stock. The value of the stock rose so high in a single day of trading that the company's assets increased by $36 million. The company, worth over half a billion dollars, had not yet marketed even one product.

a) Commercial exploitation of biotechnology is inevitable
b) The globalization of biotechnology brings new economic prospects as well as new risks
c) Only a few companies control a significant portion of the biotechnology market
d) Third World countries benefit from biotechnology due to the high rate of privatization

18. Fish are members of the vertebrate family. As they are cold-blooded animals, they cannot regulate the temperature of their bodies. _____. If fish are placed in freezing water, their temperatures fall.

a) It is amazing that many kinds of fish can survive in very hot or very cold water.
b) Another thing that distinguishes them from other animals is their fins and gills.
c) Their body temperature depends upon their surroundings.
d) Warm-blooded animals have a constant body temperature if conditions are normal.

19. _____ Very young children, for example, still talk about the man on the moon and cling to the idea that the moon is made of cheese. Furthermore, many adults are convinced that the moon affects their temperament and claim that they have emotional outbreaks during the time when the moon is full.

a) Thanks to the invention of the telescope and other developments in science, the moon is no longer a mystery to man.
b) According to some primitive tribes, the moon is the source of life and fertility.
c) The moon had been a source of wonder and fascination until the first man landed on it.
d) The moon, like the sun, has always been surrounded by many myths and beliefs.

20. Turkey is Europe's fastest growing market for credit cards and mobile phones. Last year, Istanbul's stock market rose faster in dollar terms than any other market in the world. Turkey's economy now rates among the world's top 20 in terms of growth rate. However, despite all these impressive figures, _____.

a) Turkey's military chiefs of staff warn of the dangers of religious reactionaries to the country's secular foundation
b) this economy penalizes wage earners by making them poorer and lavishly rewards big investors by helping them become richer
c) a large industrial base and young consumers make Turkey a potential dynamo of a region extending from the Balkans to the Middle East and Central Asia
d) if the reforms succeed, few expect the consequences to be confined to the economy — Turkey will have to adopt a much broader agenda of political change to be accepted into the European Union

21. Anarchism, which means "without ruler" in Greek, is the political belief that society should have no government, laws, police, or other forms of authority. Instead, it should be a free association of all its members. However, _____. Contrary to common belief, most theories of anarchism imply an order of a very strict kind, attaching great importance to ethics. It maintains that such order can be achieved by cooperation, common sense, and a strong belief in peace.

a) anarchism must not be confused with nihilism, a purely negative and destructive activity against society
b) there are two main types of anarchism: the religious type, followed by mainly Tolstoy and Gandhi, and the political type, followed by mainly Godwin, Shelley, and Bakunin
c) the theory of anarchism is best expressed in the works of Kropotkin, especially *Modern Science and Anarchism* and *Mutual Aid*
d) anarchism does not mean chaos, terrorism, political and economical instability, or the absolute freedom of individuals

22. There is a longstanding debate over the dangers of MDMA, the chemical compound that ecstasy pills are made of. After MDMA enters the bloodstream, it aims at the brain cells that release serotonin, which is the body's primary regulator of mood. When serotonin levels increase, this creates empathy and happiness. _____. There are long-term dangers as well, such as the risk of a permanent change in brain cells and loss of memory.

a) About half an hour after swallowing ecstasy, you begin to feel peaceful, empathetic, and energetic
b) However, MDMA also increases body temperature, which is its worst short-term danger
c) One reason why ecstasy is so fascinating is that it appears to be safer than heroin or cocaine in the short run
d) For that reason, MDMA was used by some avant-garde psychotherapists to access the unconscious

23. No one doubts that omega-3 fatty acids not only prevent heart disease but also help build and maintain brain tissue. _____. Their evidence is encouraging. They supplemented the medication of 30 bipolar patients with fish oils, which contain high amounts of omega-3 acids. The treatment proved a success. Some British doctors also got impressive results in trials for schizophrenia.

a) Now, some scientists argue that these acids also fight against a range of psychiatric disorders, including bipolar disorder, depression, and mania
b) In the past century, however, most people have drastically reduced their intake of these oils as they moved to diets based on processed food
c) Psychiatrist Andrew Stoll suggests in his book, *The Omega-3 Connection*, that fish oils, with their high content of omega-3 acids, may help some psychiatric problems
d) While omega-3s are important for everyone, an adequate supply is especially critical for infants as well as mothers because newborn babies deplete their mothers of these acids

24. _____. First of all, it is much easier to live in a cramped, big-city apartment with one child than two or three. When it comes to education, there is no comparison: only children are much more likely than their friends with brothers and sisters to go to elite private schools. In addition, with one child, it is more feasible to take the family to a four-star restaurant or on safari to Tanzania.

a) The one-child family is on the rise due to the government's pressure on parents to reduce birth rates
b) Today, more parents than ever prefer to have one child as it is economically, and therefore, emotionally more manageable
c) The ruthless enforcement of the "one-child policy" in China shocked the West when it began in 1980
d) It is definitely wrong to think that only children are self-centered, uncompromising, spoilt, and materialistic

25. Boxing is the only legal modern sport involving humans that has as its purpose physical harm, but precautions are taken to prevent serious injury or death. _____. In such cases, boxing comes under an outraged attack that would have amused most ancient Romans because compared to the violence in the arena, boxing would have seemed like child's play to them.

a) Some people believe boxing is even more violent than gladiatorial combat
b) Therefore, most matches end with both boxers receiving minor injuries
c) These precautions, however, occasionally fail disastrously
d) Nevertheless, interest in the sport has been declining lately

26. Even though they involved a lot of violence, gladiatorial contests were virtually immune to criticism. Of course, this does not mean that everyone enjoyed them. Nonetheless, even those who were against the games had a secret desire to watch them. Christian writers, for example, strongly objected to these contests, but at the same time they provide us with evidence that they frequently went to the amphitheater to watch the gladiators fight. _____.

a) In fact, sometimes they went directly from church to the games
b) Evidently, they were not so fond of the games
c) On the contrary, the games never took on a religious nature
d) Therefore, the fights originated in funerals to honor the dead

27. _____. These include preventing countries or non-state actors (terrorists) that do not have nuclear weapons from obtaining them, and stopping nuclear-capable countries from increasing their arms stockpiles and developing new nuclear-weapons technologies. The cornerstone of nuclear-arms control is the Non-proliferation Treaty (1968). This treaty requires countries without nuclear weapons never to develop such weapons, and nuclear-capable countries to work towards complete nuclear disarmament.

a) Some countries are secretly cooperating in order to obtain nuclear weapons
b) Nuclear non-proliferation refers to efforts to prevent the spread of nuclear weapons
c) The US is going to implement a new plan to develop cheaper but more destructive missiles
d) The desire among certain countries to form a defense system to prevent nuclear attacks isn't new

II. SUPPORTING SENTENCES

Mark the choice that DOES NOT support the following statements.

1. Although mystery stories are considered to be the product of modern times, they have a long history.

   a) An element of mystery exists in one of the oldest books, the Bible.
   b) Determining the books that are to be classified as 'mystery' is a difficult task.
   c) In the 19th century, Charles Dickens created a character, Inspector Bucket, who resembles the detectives in today's mystery stories.
   d) Poe's *The Murders in the Rue Morgue*, which was published in 1841, presented the classic mystery problem of a body found in a room that was completely sealed.

2. Certain breeds of dogs should be banned, since most of them are highly aggressive and dangerous.

   a) Last week, a pitbull terrier jumped into a schoolyard in Hamburg and mauled a six-year-old boy to death.
   b) Animal researcher Beckmann believes that the tendency toward aggressive explosions is born in these animals, and it is necessary to ban specific breeds to prevent deadly attacks.
   c) Spanish dog psychiatrist Arquero says that the problem with such dogs lies not with the animals themselves, but with the owners that encourage them to attack, so the owners must be punished, not the dogs.
   d) In the town of Gladbeck, a Rottweiler killed an old woman outside her house, which forced the German authorities to take action against these "vicious fighting machines."

APPENDIX C.
ACADEMIC WORD LIST

Headwords	Other words in the family
abandon	abandoned, abandoning
abolish	abolishes, abolished, abolishing, abolition
abstract	abstraction, abstractions, abstractly, abstracts
abuse	abuser, abusive, abusing, abused, abuses
accelerate	acceleration, accelerating, accelerated, accelerates
access	accessed, accesses, accessibility, accessible, accessing, inaccessible
accommodate	accommodated, accommodates, accommodating, accommodation
accompany	accompanied, accompanies, accompaniment, accompanying, unaccompanied
accomplish	accomplishment, accomplishing, accomplished, accomplishes
account for	accounts for, accounted for, accounting for
accumulate	accumulated, accumulating, accumulation, accumulates
accurate	accuracy, accurately, inaccuracy, inaccuracies, inaccurate
achieve	achievable, achieved, achievement, achievements, achieves, achieving
acknowledge	acknowledged, acknowledges, acknowledging, acknowledgement
acquire	acquired, acquires, acquiring, acquisition, acquisitions
adapt	adaptability, adaptable, adaptation, adaptations, adapted, adapting, adaptive, adapts
addict	addicts, addicted, addiction, addictive
adequate	adequacy, adequately, inadequacies, inadequacy, inadequate, inadequately
adjust	adjusted, adjusting, adjustment, adjustments, adjusts, readjust, readjusted, readjusting, readjustment, readjustments, readjusts
administrate	administrates, administration, administrations, administrative, administratively, administrator, administrators
admire	admiration, admirable, admirably, admirer, admiring, admiringly, admired, admires
adopt	adopts, adopted, adopting, adoption, adoptive
advance	advancing, advanced, advancement, advances
advantage	advantageous, advantageously, disadvantages, disadvantage, advantages, disadvantaged, disadvantageous

advent	
adverse	adversely
advertise	advertisement, advertisements, advertiser, advertising, advertised
advice	advise, advised, advisable, advisability, advisor, advisory, advises
advocate	advocacy, advocated, advocates, advocating
affect	affected, affecting, affective, affectively, affects, unaffected
aid	aided, aiding, aids, unaided
allege	alleged, allegedly, allegation
alienate	alienation, alienated, alienates, alienating
allocate	allocated, allocates, allocating, allocation, allocations
allow	allowed, allowance, allowable, allows
alter	alterable, alteration, alterations, altered, altering, alternate, alternating, alters, unalterable, unaltered
alternative	alternatively, alternatives
ambiguous	ambiguities, ambiguity, unambiguous, unambiguously
amend	amended, amending, amendment, amendments, amends
analogy	analogies, analogous
annual	annually
anticipate	anticipated, anticipates, anticipating, anticipation, unanticipated
apparent	apparently
appreciate	appreciable, appreciably, appreciated, appreciates, appreciating, appreciation, unappreciated
apprehend	apprehended, apprehends, apprehending, apprehension
approach	approachable, approached, approaches, approaching, unapproachable
appropriate	appropriately, inappropriate, inappropriately
approximate	approximated, approximately, approximates, approximating, approximation, approximations
arbitrary	arbitrariness, arbitrarily
architecture	architect, architectural, architecturally
aspect	aspects
assault	assaulted, assaulting, assaults
assemble	assembled, assembles, assemblies, assembling, assembly

assert	asserted, assertive, assertively, assertiveness, asserts
assess	assessable, assessed, assesses, assessing, assessment, assessments, reassess, reassessed, reassessing, reassessment, unassessed
assign	assigned, assigning, assignment, assignments, assigns, reassign, reassigned, reassigning, reassigns, unassigned
assist	assistance, assistant, assistants, assisted, assisting, assists, unassisted
associate	associated, associating, associates
assume	assumed, assumes, assuming, assumption, assumptions
assure	assurance, assurances, assured, assuredly, assures, assuring
attach	attached, attaches, attaching, attachment, attachments, unattached
attain	attainable, attained, attaining, attainment, attainments, attains, unattainable
attend	attended, attending, attendance, attends
attitude	attitudes
attribute	attributable, attributed, attributes, attributing, attribution
available	availability, unavailable
avoid	avoidance, avoidable, unavoidable, unavoidably, avoided, avoids, avoiding
aware	awareness, unaware
behalf	
believe	believed, belief, believable, unbelievable, unbelievably, believer, believes, believing
benefit	beneficial, benefited, benefiting, benefits
bias	biased, biases, biasing, unbiased
border	bordering, cross-border, borders
bribe	bribery, bribed, bribes
brief	briefed, briefing, briefly
calculate	calculation, calculator, calculates, calculations, calculating
capable	capabilities, capability, incapable
capacity	capacities
capture	captures, captured, capturing
category	categories, categorization, categorize, categorized, categorizes, categorizing
cause	causal, causality, causes

cautious	cautiously, caution, cautions, cautiousness
cease	ceased, ceaseless, ceases, ceasing
challenge	challenged, challenger, challengers, challenges, challenging
channel	channelled, channeling, channels
chase	chases, chased, chasing
circumstance	circumstances
cite	citation, citations, cited, citing, cites
civilize	civilization, civilized, uncivilized
claim	claims, claimed, claiming
clarify	clarification, clarified, clarifies, clarifying, clarity
classify	classification, classifiable, classifies, classifications, classifying
code	coded, codes, coding
coherent	coherence, coherently, incoherent, incoherently
coincide	coincided, coincides, coinciding, coincidence, coincidences, coincident, coincidental
collapse	collapsed, collapses, collapsible, collapsing
colleague	colleagues
collide	collision, collides, collided, colliding
comment	commentaries, commentary, commentator, commentators, commented, commenting, comments
commercial	commerce, commercialize, commercialized, commercialization, commercialism, commercials, commercially
commission	commissioned, commissioner, commissioners, commissioning, commissions
commit	commitment, commitments, commits, committed, committing
commodity	commodities
communicate	communicable, communicated, communicates, communicating, communication, communications, communicative, communicatively, uncommunicative
community	communities
compatible	compatibility, incompatibility, incompatible
compensate	compensated, compensates, compensating, compensation, compensations, compensatory

compete	competition, competitor, competitive, competitively, competitiveness, competes, competing, competed
compile	compilation, compilations, compiled, compiles, compiling
complement	complementary, complemented, complementing, complements
component	components
comprehensive	comprehensively
comprise	comprised, comprises, comprising
compulsory	compulsion, compulsorily
compute	computation, computations, computable, computer, computed, computerized, computers, computing
conceive	conceivable, conceivably, conceived, conceives, conceiving, inconceivable, inconceivably
concentrate	concentrated, concentrates, concentrating, concentration
concept	conception, concepts, conceptual, conceptualization, conceptualize, conceptualized, conceptualizes, conceptualizing, conceptually
concern	concerned, concernedly, concerning, concerns
conclude	concluded, concludes, concluding, conclusion, conclusions, conclusive, conclusively, inconclusive, inconclusively
condemn	condemnation, condemned, condemns, condemning
condense	condensed, condensation, condenses, condensing
conduct	conducted, conducting, conducts
confer	conference, conferences, conferred, conferring, confers
confidence	confident, confidently
confine	confined, confines, confining, unconfined
confirm	confirmation, confirmed, confirming, confirms
conflict	conflicted, conflicting, conflicts
conform	conformable, conformability, conformance, conformation, conformed, conforming, conformist, conformists, conformity, conforms, nonconformist, nonconformists, nonconformity, non-conformist, non-conformists, non-conformity
confront	confrontation, confrontational, confronts, confronted, confronting
conscious	consciousness, consciously, unconscious, unconsciously, unconsciousness
consensus	

consent	consensus, consented, consenting, consents
consequent	consequence, consequences, consequently
conserve	conserves, conserved, conserving, conservation,
considerable	considerably
consist	consisted, consistency, consistent, consistently, consisting, consists, inconsistencies, inconsistency, inconsistent
constant	constancy, constantly, constants, inconstancy, inconstantly
constitute	constituencies, constituency, constituent, constituents, constituted, constitutes, constituting, constitution, constitutions, constitutional, constitutionally, constitutive, unconstitutional
constrain	constrained, constraining, constrains, constraint, constraints, unconstrained
construct	constructed, constructing, construction, constructions, constructive, constructs, reconstruct, reconstructed, reconstructing, reconstruction, reconstructs
consult	consultancy, consultant, consultants, consultation, consultations, consultative, consulted, consults, consulting
consume	consumed, consumer, consumers, consumes, consuming, consumption
constitute	constitution, constitutes, constituted, constituents, constituing
contact	contactable, contacted, contacting, contacts
contagious	contagion
contain	container, contains, contained, containing
contemporary	contemporaries
context	contexts, contextual, contextualize, contextualized, contextualizing, uncontextualised
contract	contracted, contracting, contractor, contractors, contracts
contradict	contradicted, contradicting, contradiction, contradictions, contradictory, contradicts
contrary to	contrarily
contribute	contributed, contributes, contributing, contribution, contributions, contributor, contributors
controversy	controversies, controversial, controversially, uncontroversial
convene	convention, convenes, convened, convening, conventional, conventionally, conventions, unconventional
convenient	inconvenient, convenience, inconvenience, conveniently, inconveniently

converse	conversely
convert	conversion, conversions, converted, convertible, converting, converts
convict	convicted, conviction, convicts
convince	convinced, convinces, convincing, convincingly, unconvinced
cooperate	cooperated, cooperates, cooperating, cooperation, cooperative, cooperatively, co-operate, co-operated, co-operates, co-operation, co-operative, co-operatively
cope with	
corporate	corporates, corporation, corporations
correspond	corresponded, correspondence, corresponding, correspondingly, corresponds
courage	courageous, courageously, encourage, encourages, encouraged, encouraging, encouragingly, encouragement, discourage, discourages, discouraged, discouraging, discouragement
create	created, creates, creating, creation, creations, creative, creatively, creativity, creator, creators, recreate, recreated, recreates, recreating
crime	criminal, criminalise, criminally, crimes
criteria	criterion
crucial	crucially
curb	curbing, curbs, curbed
cure	curable, curability, incurable, cures, curing, cured
currency	currencies
custom	customary, customarily, customs
cycle	cycled, cycles, cyclic, cyclical, cycling
damage	damaged, damaging
debate	debatable, debated, debates, debating
decade	decades
decide	decision, decisive, decisively, indecisive, indecisively, indecision, decides, decided, decisions, deciding
deceive	deception, deceptive, deceptively, deceiver, deceives, deceived, deceiving
decline	declined, declines, declining
deduce	deduced, deduces, deducing, deduction, deductions
deep	depth, deepen, deeply, deepens, deepened, deepening

deficiency	deficient, deficiently
deficit	deficits
definite	definitely, definitive, indefinite, indefinitely
deliberate	deliberately, deliberation
demand	demanding, demands, demanded
demonstrate	demonstrated, demonstrates, demonstrating, demonstration, demonstrations, demonstrative, demonstratively, demonstrator, demonstrators
denote	denotation, denotations, denoted, denotes, denoting
deny	deniable, denial, denials, denied, denies, denying, undeniable
depend	independent, dependent, independently, independence, dependence, depending, depended, depends
deplete	deplete, depleted, depletion, depleting, depletes
depress	depressed, depresses, depressing, depression
deprive	deprived, deprivation, deprives, depriving
derive	derivation, derivations, derivative, derivatives, derived, derives, deriving
design	designed, designer, designers, designing, designs
desperate	desperately, desperation
destroy	destruction, destructive, destructively, destructiveness, destroys, destroyed, destroying
detect	detectable, detected, detecting, detection, detective, detectives, detector, detectors, detects
deter	deterrent, deters, deterred, deterring
deteriorate	deterioration, deteriorates, deteriorated
determined	determine, determination, determinedly
detriment	detrimental
devastate	devastated, devastating, devastatingly, devastation
develop	developed, developing, developer, development, developmental, develops
deviate	deviated, deviates, deviating, deviation, deviations
device	devices
devise	devises, devised, devising
devote	devoted, devotedly, devotes, devoting, devotion, devotions
differentiate	differentiated, differentiates, differentiating, differentiation
diffuse	diffusely, diffuses, diffused

dimension	dimensional, dimensions, multidimensional
diminish	diminished, diminishes, diminishing, undiminished
disaster	disastrous, disastrously
discard	discards, discarded, discarding
discharge	discharges, discharged, discharging
discrete	discretely, discretion, indiscrete, indiscretion
discriminate	discriminated, discriminates, discriminating, discrimination
displace	displaced, displacement, displaces, displacing
display	displayed, displaying, displays
dispose	disposable, disposal, disposed, disposes, disposing
dispute	disputed, disputable, indisputable, disputes
disrupt	disruption, disruptive, disruptively, disrupts, disrupting, disrupted
dissuade	dissuades, dissuaded
distinct	distinction, distinctions, distinctive, distinctively, distinctly, indistinct, indistinctly
distort	distorted, distorting, distortion, distortions, distorts
distract	distracting, distraction, distracts, distracted
distribute	distributed, distributing, distribution, distributional, distributions, distributive, distributor, distributors, redistribute, redistributed, redistributes, redistributing, redistribution
diverse	diversely, diversification, diversified, diversifies, diversify, diversifying, diversity
divide	division, divisible, divisor, divides, divided, dividing
domain	domains
domestic	domestically, domesticate, domesticated, domesticating, domestics
dominate	dominance, dominant, dominated, dominates, dominating, domination
donate	donor, donation, donates, donors, donated, donations, donating
doubt	doubtful, doubtfully, doubtless, doubts, doubted
draft	drafted, drafting, drafts, redraft, redrafted, redrafting, redrafts
dump	dumping, dumps, dumped
durable	durability
duration	

dynamic	dynamically, dynamics
ease	easiness, eases, eased, easing
economy	economic, economical, economically, economics, economies, economist, economists, uneconomical, economize
edit	edited, editing, edition, editions, editor, editorial, editorials, editors, edits
educate	education, educational, educationally, educated, uneducated, educative, educator, educationist, educates, educating
effect	effective, effectively, effectiveness, effects
efficient	efficiently, efficiency, inefficient, inefficiently, inefficiency
elaborate	elaboration, elaborately, elaborates, elaborated, elaborating
eliminate	eliminated, eliminates, eliminating, elimination
emerge	emerged, emergence, emergent, emerges, emerging
emigrate	emigration, emigrant, emigrated, emigrates, emigrants, emigrating
emphasis	emphasize, emphasized, emphasizing
empirical	empirically
enable	enabled, enables, enabling
encounter	encountered, encountering, encounters
endanger	endangered, endangers
endure	endurable, endurance, enduring, endures, endured
enforce	enforced, enforcement, enforces, enforcing
enhance	enhanced, enhancement, enhances, enhancing
enormous	enormity, enormously
enroll	enrolls, enrolled, enrolling, enrollment
ensure	ensured, ensures, ensuring
entire	entirely
entitle	entitled, entitlement, entitles, entitling
entity	entities
environment	environmental, environmentalist, environmentalists, environmentally, environments
envision	envisions, envisioned, envisioning
equip	equipment, equipped, equipping, equips
equivalent	equivalence

eradicate	eradicates, eradicated, eradication, eradicating
erode	eroded, erodes, eroding, erosion
error	erroneous, erroneously, errors
essential	essentially
establish	disestablish, disestablished, disestablishes, disestablishing, disestablishment, established, establishes, establishing, establishment, establishments
estimate	estimated, estimates, estimating, estimation, estimations, over-estimate, overestimate, overestimated, overestimates, overestimating, underestimate, underestimated, underestimates, underestimating
ethic	ethical, ethically, ethics, unethical
ethnic	ethnicity
evaluate	evaluated, evaluates, evaluating, evaluation, evaluations, evaluative, re-evaluate, re-evaluated, re-evaluates, re-evaluating, re-evaluation
evaporate	evaporation, evaporates, evaporated, evaporating
eventual	eventuality, eventually
evident	evidenced, evidence, evidential, evidently
evolve	evolution, evolved, evolving, evolves, evolutionary, evolutionist, evolutionists
exaggerate	exaggerates, exaggerated, exaggerating, exaggeration, exaggeratedly
exceed	exceeded, exceeding, exceeds
excessive	excessively, excess
exchange	exchangeable, exchanges, exchanged, exchanging
exclude	excluded, excludes, excluding, exclusion, exclusionary, exclusionist, exclusions, exclusive, exclusively
exhaust	exhaustible, exhaustive, exhaustively, exhausted, exhausting, exhausts
exhibit	exhibited, exhibiting, exhibition, exhibitions, exhibits
exist	existence, existent, existing, exists, existed
expand	expanded, expanding, expands, expansion, expansive
expect	expected, expectancy, expectation, unexpected, unexpectedly, expects, expectations, expecting
expel	expels, expelled, expelling
expend	expendable, expenditure, expends, expended, expending

expense	expenses
expert	expertise, expertly, experts
experience	experienced, inexperienced, inexperience, experiences, experiencing
explicit	explicitly
exploit	exploitation, exploited, exploiting, exploits
explore	exploration, explorer, exploratory, explores, explored, exploring
export	exported, exporter, exporters, exporting, exports
expose	exposed, exposes, exposing, exposure, exposures
extend	extendable, extended, extension, extends, extending
external	externalization, externalize, externalized, externalizes, externalizing
extinct	extinction
extract	extracted, extracting, extraction, extracts
extreme	extremely
facilitate	facilitated, facilitates, facilities, facilitating, facilitation, facilitator, facilitators, facility
familiar	familiarize, familiarity, familiarly, unfamiliar, familiarizes, familiarized
fault	faulty, faultless, faultlessly, faults
feature	featured, features, featuring
fee	fees
file	filed, files, filing
finance	financed, finances, financial, financially, financier, financiers, financing
fined	fine, fines
finite	infinite, infinitely
flexible	flexibility, inflexible, inflexibility
flourish	flourishing, flourishes, flourished
fluctuate	fluctuated, fluctuates, fluctuating, fluctuation, fluctuations
forecast	forecaster, forecasts, forecasted
foresee	foreseeable, unforeseen, foresees, foresaw, foreseeing, foreseen
former	formerly
formidable	formidably

formula	formulae, formulas, formulate, formulated, formulating, formulation, formulations, reformulate, reformulated, reformulating, reformulation, reformulations
found	founded, founder, founders, founding, unfounded
foundation	foundations
framework	frameworks
free	frees, freed, freeing, freedom
frustrate	frustrated, frustrating, frustration, frustrates
fund	funded, funder, funders, funding, funds
fundamental	fundamentally
gather	gathering, gathers, gathered
gender	genders
generate	generated, generates, generating
generation	generations
globe	global, globally, globalization, globalization
goal	goals
grade	graded, grades, grading
grant	granted, granting, grants
guideline	guidelines
guilty	guilt, guiltily, guiltiness, guiltless
handicap	handicapped
hazard	hazardous, hazards
heredity	heredity, hereditery
hierarchy	hierarchical, hierarchies
highlight	highlighted, highlighting, highlights
hostile	hostility, hostilities
identical	identically
identify	identifiable, identification, identified, identifies, identifying, identities, identity, unidentifiable
ideology	ideological, ideologically, ideologies
ignorant	ignorance, ignore, ignored, ignoring

illustrate	illustrated, illustrates, illustrating, illustration, illustrations, illustrative
image	imagery, images
immense	immensely, immensity
immigrate	immigrant, immigrants, immigrated, immigrates, immigrating, immigration
impact	impacted, impacting, impacts
implement	implementation, implemented, implementing, implements
implicate	implicated, implicates, implicating, implication, implications
implicit	implicitly
imply	implied, implies, implying
import	importer, importation, imports, imported, importing
impose	imposed, imposes, imposing, imposition
impress	impressed, impressive, impressing, impressively, impresses, impression
imprison	imprisonment, imprisoned, imprisoning
improve	improvement, improves, improved, improving
incentive	incentives
incidence	incident, incidentally, incidents
incline	inclination, inclinations, inclined, inclines, inclining
include	inclusive, included, including, inclusion, includes
income	incomes
incorporate	incorporated, incorporates, incorporating, incorporation
incredible	incredibly, credible, credibly, credibility
indicate	indicated, indicates, indicating, indication, indications, indicative, indicator, indicators
indifferent	indifferently, indifference
individual	individualized, individuality, individualism, individualist, individualists, individualistic, individually, individuals
induce	induced, induces, inducing, induction
industry	industrial, industrious, industrially, industrialism, industrialist, industrialize, industrialized, industrializing, industrialization, industries
inevitable	inevitability, inevitably
infer	inference, inferences, inferred, inferring, infers

inflate	inflated, inflates, inflating
inflict	infliction, inflicted, inflicting
influence	influential, influences, influenced, influencing
infrastructure	infrastructures
ingenious	ingeniously, ingenuity
inhabitant	inhabit, inhabitable, uninhabitable, inhabits, inhabited, inhabiting
inherent	inherently
inhibit	inhibited, inhibiting, inhibition, inhibitions, inhibits
initial	initially
initiate	initiated, initiates, initiating, initiation, initiations, initiative, initiatives, initiator, initiators
injure	injured, injures, injuries, injuring, injury, uninjured
inmate	inmates
innate	innately
innocent	innocence, innocently
innovate	innovation, innovated, innovates, innovating, innovations, innovative, innovator, innovators
input	inputs
insert	inserted, inserting, insertion, inserts
insight	insightful, insights
inspect	inspected, inspecting, inspection, inspections, inspector, inspectors, inspects
inspire	inspiration, inspirational, inspired, inspiring, inspires
instance	instances
insulate	insulation, insulator, insulates, insulated, insulating
integral	
integrate	integrated, integrates, integrating, integration
intelligent	intelligence, intelligently, unintelligent
intense	intensely, intenseness, intensification, intensified, intensifies, intensify, intensifying, intension, intensity, intensive, intensively
interact	interacted, interacting, interaction, interactions, interactive, interactively, interacts

interfere	interference, interfering
internal	internalize, internalized, internalizes, internalizing, internally
interpret	interpretation, interpretations, interpretative, interpreted, interpreting, interpretive, interprets, misinterpret, misinterpretation, misinterpretations, misinterpreted, misinterpreting, misinterprets, reinterpret, reinterpreted, reinterprets, reinterpreting, reinterpretation, reinterpretations
interrupt	interruption, interrupts, interrupted, interrupting
interval	intervals
intervene	intervened, intervenes, intervening, intervention, interventions
interview	interviewer, interviewee, interviewed, interviews
intrude	intruder, intrusion, intrusive, intrudes, intruded, intruding
intuition	intuit, intuitive, intuitively
invade	invader, invasion, invasive, invades, invaded, invading
invent	invention, inventor, inventive, inventively, inventiveness, invents, invented, inventing
invest	invested, investing, investment, investments, investor, investors, invests, reinvest, reinvested, reinvesting, reinvestment, reinvests
investigate	investigated, investigates, investigating, investigation, investigations, investigative, investigator, investigators
invoke	invoked, invokes, invoking
involve	involved, involvement, involves, involving, uninvolved
isolate	isolated, isolates, isolating, isolation, isolationism
issue	issued, issues, issuing
journal	journals
judge	judg'ment, judgmental, judgmentally, judges, judged, judging
justify	justifiable, justifiably, justification, justifications, justified, justifies, justifying, unjustified
label	labeled, labeling, labels
labor	labored, laboring, labors
launch	launcher
layer	layered, layering, layers
legal	illegal, illegality, illegally, legality, legally
legislate	legislated, legislates, legislating, legislation, legislative, legislator, legislators, legislature

legitimate	legitimately, legitimacy, legitimize, legitimized, legitimizes
liberal	liberalize, liberalism, liberalization, liberalized, liberalizes, liberalizing, liberalization, liberate, liberated, liberates, liberation, liberations, liberating, liberator, liberators, liberally, liberals
license	licenses, license, licensed, licensing, licenses, unlicensed
literate	illiterate, literacy, illiteracy,
loan	loans
local	localize, localized, localizes, localizing
locate	located, locating, location, locations, relocate, relocated, relocates, relocating, relocation
logic	illogical, illogically, logical, logically, logician, logicians
maintain	maintained, maintaining, maintains, maintenance
major	majorities, majority
manipulate	manipulated, manipulates, manipulating, manipulation, manipulations, manipulative
manual	manually, manuals
manufacture	manufacturer, manufactured, manufactures, manufacturing
margin	marginal, marginally, margins
mass	massive, massively, massiveness
mature	immature, immaturity, maturation, maturational, matured, matures, maturing, maturity
mediate	mediated, mediates, mediating, mediation
medium	
menace	menacing, menacingly
mental	mentality, mentally
migrate	migrant, migrants, migrated, migrates, migrating, migration, migrations, migratory
military	
minimize	minimized, minimizes, minimizing
ministry	ministered, ministering, ministerial, ministries
minor	minorities, minority, minors
mislead	misleading, misleadingly, misleads, misled

moderate	moderation, moderates, moderated, moderating, moderator, moderately
modernize	modern, modernist, modernistic, modernity, modernization, modernizes, modernized, modernizing
modify	modification, modifications, modified, modifies, modifying, unmodified
monitor	monitored, monitoring, monitors, unmonitored
moral	immoral, morality, immorality, morally, immorally, moralize, moralistic, moralist
motive	motivate, motivated, motivates, motivating, motivation, motivations, motives, unmotivated
mutual	mutually
native	natives
necessary	necessarily, necessity, unnecessary, unnecessarily, necessitates, necessitate, necessitating, necessitated
neglect	negligible, neglectful, neglected, neglects, neglecting
negotiate	negotiable, negotiation, negotiates, negotiated, negotiating, negotiator
network	networked, networking, networks
neutral	neutralization, neutralize, neutralized, neutralizes, neutralizing, neutrality
norm	norms
normal	abnormal, abnormally, normalization, normalize, normalized, normalizes, normalizing, normality, normally
notion	notions
nourish	nourishing, nourishment, nourishes, nourished
objective	objectively, objectivity
observe	observation, observer, observatory, observee, observed, observes, observing
obtain	obtainable, obtained, obtaining, obtains, unobtainable
obvious	obviously
occupy	occupancy, occupant, occupants, occupation, occupational, occupations, occupied, occupier, occupiers, occupies, occupying
occur	occurred, occurrence, occurrences, occurring, occurs, reoccur, reoccurred, reoccurring, reoccurs
offend	offense, offensive, offensively, inoffensive, offensiveness, offender, offends, offended
offset	offsets, offsetting
ongoing	

opportunity	opportunist, opportunistically, opportunists
option	optional, options
orbit	orbital, orbits, orbiting
ordinary	ordinarily, ordinariness, extraordinary, extraordinarily
organize	organization, organized, organizer, disorganized, disorganization, organizes, organizing, organizations, organizers
orient	orientate, orientated, orientates, orientation, orientating, oriented, orienting, orients, reorient, reorientation
origin	original, originally, originate, originator, origins, originates, originated, originating
outcome	outcomes
outnumber	outnumbers, outnumbered, outnumbering
output	outputs
overall	
overcome	overcame, overcoming, overcomes
overlap	overlapped, overlapping, overlaps
paradigm	paradigms
parameter	parameters
participate	participant, participants, participated, participates, participating, participation, participatory
penalty	penal, penalize, penalties, penalizes, penalized, penalizing
perceive	perceived, perceives, perceiving, perception, perceptions
perform	performance, performer, performs, performed, performing
period	periodic, periodical, periodically, periodicals, periods
permit	permit, permits, permitting, permitted, permission, permissive, permissiveness, permissible
persist	persisted, persistence, persistent, persistently, persisting, persists
perspective	perspectives
phase	phased, phases, phasing
phenomenon	phenomena, phenomenal
plentiful	plenty, plentifully
policy	policies

pollute	pollution, pollutant, polluter, pollutes, polluting, polluted
population	populate, populous, populated, populates
portion	Portions
pose	posed, poses, posing
potential	Potentially
practitioner	Practitioners
praise	praiseworthy, praising, praises, praised
precede	preceded, precedence, precedent, precedes, preceding, unprecedented
precise	imprecise, precisely, precision
predict	predictability, predictable, predictably, predicted, predicting, prediction, predictions, predicts, unpredictability, unpredictable
predominant	predominance, predominantly, predominate, predominated, predominates, predominating
prejudice	prejudiced, prejudices, prejudicing
preliminary	preliminaries
presume	presumably, presumed, presumes, presuming, presumption, presumptions, presumptuous
pretend	pretends, pretended, pretending
prevail	prevailing, prevails, prevailed
prevent	prevention, preventive, preventable, prevents, prevented, preventing
previous	previously
primary	primarily
prime	primacy
principal	principally
prior	priority, priorities, prioritization, prioritize, prioritized, prioritizes, prioritizing
private	privately, privacy, privatize, privatization
privilege	privileged, privileges
proceed	procedural, procedure, procedures, proceeded, proceeding, proceedings, proceeds
process	processed, processes, processing
produce	product, production, producer, productive, productively, productivity, produces, produced, producing

progress	progression, progressive, progressively, progresses, progressed, progressing
profit	profitable, profitably, profitability, profiteer, profiteering, unprofitable, profits
prohibit	prohibited, prohibiting, prohibition, prohibitions, prohibitive, prohibits
prolong	prolonged, prolongation, prolongs, prolonging
promote	promoted, promoter, promoters, promotes, promoting, promotion, promotions
proportion	disproportion, disproportionate, disproportionately, proportional, proportionally, proportionate, proportionately, proportions
prospect	prospective, prospects
prosperity	prosper, prospers, prospered, prosperous, prosperously, prospering
protect	protection, protected, protective, protectively, protectiveness, protector, protects, protecting, protectors
provide	provider, provision, provided, provides, providing
publication	publications
publicity	publicize, publicizes, publicizing, publicized, publicist
publish	published, publisher, publishers, publishes, publishing, unpublished
punish	punishment, punishable, punishes, punished, punishing
purchase	purchased, purchaser, purchasers, purchases, purchasing
pursue	pursued, pursues, pursuing, pursuit, pursuits
quote	quotation, quotations, quoted, quotes, quoting
radical	radically, radicals
raise	raised, raises, raising
random	randomly, randomness
range	ranged, ranges, ranging
ratio	ratios
rational	irrational, rationalization, rationalizations, rationalize, rationalized, rationalizes, rationalizing, rationalism, rationality, rationally
react	reacted, reacts, reacting, reaction, reactionary, reactions, reactive, reactivate, reactivation, reactor, reactors
real	realism, realist, realistic, realistically, reality, realize, realizable, realization, realizes, realizing, realized
reasonable	unreasonable, reason, reasonably, reasons, reasoning

rebel	rebellious, rebelliously, rebelliousness, rebellion, rebelled, rebelling
recall	recalls, recalled, recalling
receive	receipt, receives, receiver, received, receiving
recognize	recognizable, recognizably, recognition, recognized, recognizing, recognizes
recover	recoverable, recovered, recovering, recovers, recovery
reduce	reduction, reduces, reduced, reducing
refine	refined, refinement, refinements, refines, refining
reflect	reflection, reflective, reflector, reflects, reflecting, reflected
refute	refutation, refutes, refuted, refuting
regard	regarding, regardless, disregard, disregards, regarded, disregarded, disregarding
region	regional, regionally, regions
reinforce	reinforced, reinforcement, reinforcements, reinforces, reinforcing
reject	rejected, rejecting, rejection, rejects, rejections
release	released, releases, releasing
relevant	irrelevance, irrelevant, relevance
relieve	relief, relieved, relieves, relieving
reluctance	reluctant, reluctantly
rely	reliability, reliable, reliably, reliance, reliant, relied, relies, relying, unreliable
remain	remains, remainder, remaining, remained
remark	remarkable, remarkably, remarks, remarked
remote	remotely, remoteness
remove	removable, removal, removals, removed, removes, removing
replace	replacement, replaceable, irreplaceable, replaces, replaced, replacing
require	required, requirement, requirements, requires, requiring
research	researched, researcher, researchers, researches, researching
resemble	resemblance, resembles, resembled, resembling
reside	resided, residence, resident, residential, residents, resides, residing
resist	resistance, resistant, resists, resisted, resisting
resolve	resolution, resolved, resolves, resolving, unresolved
resource	resourced, resourceful, resources, resourcing, unresourceful, under-resourced

respond	responded, respondent, respondents, responding, responds, response, responses, responsive, responsiveness, unresponsive
responsible	responsibility, responsibly, irresponsible, irresponsibility, irresponsibly, responsibilities
restore	restoration, restored, restores, restoring
restrain	restrained, restraining, restrains, restraint, restraints, unrestrained
restrict	restricted, restricting, restriction, restrictions, restrictive, restrictively, restricts, unrestricted, unrestrictive
retain	retained, retaining, retainer, retainers, retains, retention, retentive
retaliate	retaliation, retaliatory, retaliates, retaliated, retaliating
reveal	revealed, revealing, reveals, revelation, revelations
revenue	revenues
reverse	reversal, reversed, reverses, reversible, reversing, reversals, irreversible
revise	revised, revises, revising, revision, revisions
revive	revival, revives, revived, reviving
revolt	revolts, revolting, revolted
revolution	revolutionary, revolutionaries, revolutionize, revolutionized, revolutionizes, revolutionizing, revolutionist, revolutionists, revolutions
rigid	rigidity, rigidly
route	routed, routes, routing
ruin	ruins, ruined, ruining
rural	
satisfy	satisfied, satisfying, satisfactory, satisfactorily, satisfaction, dissatisfaction, dissatisfied, unsatisfactory, satisfies, satisfying
save	saver, savings, saves, saved, saving
schedule	reschedule, rescheduled, reschedules, rescheduling, scheduled, schedules, scheduling, unscheduled
scheme	schematic, schemed, schemes, scheming
scope	
section	sectioned, sectioning, sections
sector	sectors
secure	insecure, insecurities, insecurity, secured, securely, secures, securing, securities, security

seek	seeking, seeks, sought
select	selected, selecting, selection, selections, selective, selectively, selector, selectors, selects
sequence	sequenced, sequences, sequencing, sequential, sequentially
series	
serve	server, serving, servant, served, serves
settle	settlement, settler, settled, settled, settles
shift	shifted, shifting, shifts
shortage	shortages
significant	insignificant, insignificantly, significance, significantly, signified, signifies, signify, signifying
similar	dissimilar, similarities, similarity, similarly
simulate	simulated, simulates, simulating, simulation
so-called	
source	sourced, sources, sourcing
species	
specific	specifically, specification, specifications, specificity, specifics
specify	specifiable, specified, specifies, specifying, unspecified
speculate	speculation, speculative, speculatively, speculator, speculates, speculated, speculating, speculations
stable	instability, stabilization, stabilize, stabilized, stabilizes, stabilizing, stability, unstable
status	
steady	steadily, steadiness
store	storage, stored, stores, storing
straightforward	
strategy	strategic, strategies, strategically, strategist, strategists
stress	stressed, stresses, stressful, stressing, unstressed
structure	restructure, restructured, restructures, restructuring, structural, structurally, structured, structures, structuring, unstructured
submit	submission, submissions, submits, submitted, submitting
subordinate	subordinates, subordination
subscribe	subscribed, subscribes, subscription, subscriber

subsequent	subsequently
subsidy	subsidiary, subsidies, subsidize, subsidized, subsidizes, subsidizing
substantial	substantially
substitute	substituted, substitutes, substituting, substitution
suburbs	suburban, suburbanite
succeed	success, successful, successfully, unsuccessful, unsuccessfully, succeeds, succeeded, succeeding
successor	succession, successions, successive, successively, successors
suffer	suffering, sufferer, suffers, suffered, sufferers
sufficient	sufficiency, insufficient, insufficiently, sufficiently
sum	summation, summed, summing, sums
summary	summaries, summarize, summarized, summarizes, summarizing, summarization, summarizations
supplement	supplementary, supplemented, supplementing, supplements
supply	supplier, supplies, supplied, suppliers, supplying
suppress	suppression, suppressor, suppressing, suppressed, suppresses
survey	surveyed, surveying, surveys
survive	survival, survived, survives, surviving, survivor, survivors
suspect	suspicious, suspiciously, suspicion, suspected, suspects, suspecting
suspend	suspended, suspending, suspends, suspension
sustain	sustainable, sustainability, sustained, sustaining, sustains, sustenance, unsustainable
tackle	tackled, tackles, tackling
target	targeted, targeting, targets
task	tasks
team	teamed, teaming, teams
temporary	temporarily
tend to	tendency, tends to, tending to, tended to
tense	tension, tensely, tensions
terminate	terminal, terminals, terminated, terminates, terminating, termination, terminations

territory	territorial, territories
theme	themes, thematic, thematically
theory	theoretical, theoretically, theories, theorist, theorists
thesis	theses
threat	threaten, threatening, threateningly, threatens, threatened, threats
thrive	thrives, thrived, thriving
tolerate	tolerant, tolerates, tolerated, tolerating, intolerant, tolerance, intolerance
topic	topical, topics
trace	traceable, traced, traces, tracing
trade	trader, trading, traded, trades, traders
tradition	non-traditional, traditional, traditionalist, traditionally, traditions
trainer	trains, training, trained, trainee, trainers, trainees
transform	transformation, transformations, transformed, transforming, transforms
transit	transited, transiting, transition, transitional, transitions, transitory, transits
transmit	transmission, transmissions, transmitted, transmitting, transmits
transplant	transplantation, transplants, transplanted, transplanting
trap	trapped, trapper, traps, trapping
treat	treatment, treats, treated, treating, treatments
trend	trends
trigger	triggered, triggering, triggers
trust	trustful, trustworthy,trustwortiness, trusts, trusting, trusted
ultimate	ultimately
underestimate	underestimates, underestimated, underestimating
undergo	undergoes, undergoing, undergone, underwent
underlie	underlay, underlies, underlying
undertake	undertaken, undertakes, undertaking, undertook
uniform	uniformity, uniformly
unify	unification, unified, unifies, unifying
unique	uniquely, uniqueness
universal	universally, universality, universe
urban	urbanize, urbanized, urbanization

urge	urging, urges, urged
utilize	utilization, utilized, utilizes, utilizing, utilizer, utilizers, utility, utilities
valid	invalidate, invalidity, validate, validated, validating, validation, validity, validly
vary	invariable, invariably, variability, variable, variables, variably, variance, variant, variants, variation, variations, varied, varies, varying, various
vast	vastly
verify	verification, verifiable, verifies, verified, verifying
version	versions
via	
violate	violated, violates, violating, violation, violations
violent	violence, violently
virtual	virtually
visible	visibility, visibly, invisible, invisibility
vision	visions
visual	visualize, visualized, visualized, visualizing, visualization, visually
volume	volumes
voluntary	voluntarily, volunteer, volunteering, volunteered, volunteers
vulnerable	vulnerability
welfare	
widespread	
willing	willingly, willingness, unwilling, unwillingly, unwillingness
withdraw	draw, withdrawal, withdrawn, withdraws, withdrew, withdrawing
worth	worthy, worthily, worthless, worthlessness

REFERENCES

http://www.thefreedictionary.com
http://dictionary.cambridge.org
http://www.onelook.com
http://sara.natcorp.ox.ac.uk/lookup.html
http://www.collins.co.uk/Corpus/CorpusSearch.aspx
http://dictionary.reference.com/search
http://www.m-w.com/dictionary.htm
http://www.usingenglish.com/dictionary.html
http://grammar.ccc.commnet.edu/grammar/forms/grammar_request.htm
http://articles.tips.net
http://www.britannica.com/dictionary