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Дискурсивные практики коммуникации английского языка (5-й курс)
(THE GLOBAL PROBLEMS OF CONTEMPORARY WORLD)

ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

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СОГЛАСОВАНО
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THE GLOBAL PROBLEMS
OF
CONTEMPORARY
WORLD

SPEECH PRACTICE
FOR ADVANCED STUDENTS
PREFACE

The textbook “The Global Problems of Contemporary World” is designed for students studying English at advanced level. It provides them with the necessary skills to communicate successfully. It enriches students’ active vocabulary, encourages learning by focusing on pair and group work, stimulates them to give their own opinions and participate in discussion and roleplay.

The book consists of a selection of informative texts from a variety of authentic sources. It has five thematic Units:

1. Religion in Great Britain and the USA
2. Terrorism
3. War and war conflicts
4. Moral values
5. Drugs
6. Charity and voluntary work
7. New problems which arise

Each Unit contains:

a) discussion points (Pre-reading task) which draw on the students' knowledge of the given topic;
b) a number of stimulating reading texts with comprehension questions that follow them;
c) vocabulary practice sections (Word study), focusing on exploiting the vocabulary introduced in the reading text through various types of exercises;
d) a speaking/discussion/roleplay activity (Follow-up).

The textbook also includes writing tasks and listening material, for those who want to get more information on the topic can read supplementary texts at the end of each Unit.
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UNIT 1. Religion ..............................................................
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UNIT 7. New problems which arise .................................
RELIGION

WHY BE INTERESTED IN OTHER RELIGIONS?

PRE-READING TASK

I. Discuss with your partner:

1. What role does religion play in your life?
2. Would you like to know about other religions but yours?
3. Why are more and more people in our country getting interested in religion and going to church?

Regardless of where you live, you have no doubt seen for yourself how religion affects the lives of millions of people, maybe yours too. In countries where Hinduism is practiced, you will often see people doing puja—a ceremony that may include making offerings to their gods, in the form of coconut, flowers, and apples. A priest will apply a spot of red or yellow pigment, the tilak, to the foreheads of the believers. Millions also flock each year to the river Ganges to be purified by its waters.

In Catholic countries, you will see people praying in churches and cathedrals while holding a crucifix or a rosary. The beads of the rosary are used for counting prayers offered in devotion to Mary. And it is not difficult to identify nuns and priests, distinctive in their black garb. In Protestant lands, chapels and churches abound, and on Sunday parishioners usually put on their best clothes and congregate to sing hymns and hear sermons. Often their clergy wear a black suit and a distinguishing clerical collar.

In Islamic countries, you can hear the voices of the muezzins, the Muslim criers who make the call from minarets five times a day, summoning the faithful to the salat, or ritual prayer. They view the Holy Qur'an as the Islamic book of scripture. According to Islamic belief, it was revealed by God and was given to the prophet Muhammad by the angel Gabriel in the seventh century C.E.

On the streets of many Buddhist lands, the monks of Buddhism, usually in saffron, black, or red robes, are seen as a sign of piety. Ancient temples with the serene Buddha on display are evidence of the antiquity of the Buddhist faith.

On the other hand, there are millions of people who profess no religion nor any belief in a god. They are atheists. Others, agnostics, believe that God is unknown and probably unknowable. However, that obviously does not mean that they are people without principles or ethics, any more than professing a religion means that one does have them. However, if one accepts religion as being "devotion to some principle; strict fidelity or faithfulness; conscientiousness; pious affection or attachment," then most people, including atheists and agnostics, do have some form of religious devotion in their lives. With so many religions in a world that gets smaller and smaller by virtue of ever faster travel and communication, the impact of various faiths is felt worldwide, whether we like it or not.

WHY INVESTIGATE?

Have you ever thought or said, 'I have my own religion. It is a very personal matter. I do not discuss it with others'? True, religion is very personal—virtually from birth religious or ethical ideas are implanted in our mind by our parents and relatives. As a consequence, we usually follow the religious ideals of our parents and grandparents. Religion has become almost a matter of family tradition. What is the result of that process? That in many cases others have chosen our religion for us. It has simply been a matter of where we were born and when. Or, as historian
Arnold Toynbee indicated, an individual's adherence to a certain faith is often determined by "the geographical accident of the locality of his birth-place."

Is it reasonable to assume that the religion imposed at one’s birth is necessarily the whole truth? If you were born in Italy or South Africa, then, without any choice, you were probably raised a Catholic. If you were born in India, then likely you automatically became a Hindu or, if from the Punjab, perhaps Sikh. If your parents were from Pakistan, then you would obviously be a Muslim. And if you were born in a Socialist country over the last few decades, you might have had no choice but to be raised an atheist.

In many countries now, owing to immigration and population movement, people of different religions share the same neighborhood. Therefore, understanding one another's viewpoint can lead to more meaningful communication and conversation between people of different faiths. Perhaps, too, it may dissipate some of the hatred in the world that is based on religious differences. True, people may strongly disagree about their religious beliefs, but there is no basis for hating a person just because he or she holds a different viewpoint. [1,p2-14]

GUIDE

WORD STUDY

I. Look up the following words in the English-English dictionary and give their definitions.

Puja
Rosary
Garb
Muezzins
Salat
Saffron

II. Find the synonyms to the words from the text:

Loyalty
To inculcate
Attachment to
To disperse
Clear, bright
Honesty, scrupulousness
Religious

III. Match these words from the text with their meanings

1. Parishioner a)To gather into a mass or crowd
2. To profess b) To call together
3. To congregate c) To declare one’s belief in
4. Sermons d) A person who lives in a parish (and especially one who goes to church there)
5. Clergy
6. Atheist  e) A religious talk in church
7. Agnostic  f) The group of people who are priests
8. To summon  g) A person who does not believe that God exists
               h) A person who believes that you cannot know whether God exists or not

IV. Translate from English into Russian:

1. A priest will apply a spot of red or yellow pigment, the tilak, to the foreheads of the believers.
2. In Protestant lands, chapels and churches abound, and on Sunday parishioners usually put on their best clothes and congregate to sing hymns and hear sermons.
3. Ancient temples with the serene Buddha on display are evidence of the antiquity of the Buddhist faith.
4. Is it reasonable to assume that the religion imposed at one’s birth is necessarily the whole truth?
5. Therefore, understanding one another’s viewpoint can lead to more meaningful communication and conversation between people of different faiths. Perhaps, too, it may dissipate some of the hatred in the world that is based on religious differences.

V. Join the words to make word combinations:

1. To profess a) minds
2. To implant b) religion
3. To dissipate c) some principles
4. Devotion to d) hatred
5. Adherence to e) a sermon
6) To hear f) a certain faith
7) To summon g) the faithful

COMPREHENSION

I. Answer the following questions:

1. What are some manifestations of the world’s various religions?
2. How are atheists different from agnostics?
3. Do you think that atheists have no principles, devotions in their lives?
4. Why are there so many religions in the world?
5. Can religion be a reason for hatred and fight?
6. What can be done to prevent people from hating each other on the religious basis?
7. Does religion make an impact on the modern world?
8. What factors usually determine a person’s religion?
FOLLOW-UP

I. Speak about religion in your country.
II. Are there any conflicts in Belarus on the religious basis?
RELIGION IN BRITAIN

PRE-READING TASK

I. What do you know about religion in Great Britain? What role does it play in their life?
II. Who is the head of the English Church?
III. Are there any religious conflicts in the country?

The vast majority of people in Britain do not regularly attend religious services. Many do so only a few times in their lives. Most people's everyday language is no longer, as it was in previous centuries, enriched by their knowledge of the Bible and the English Book of Common Prayer. It is significant that the most familiar and well-loved English translation of the Bible, known as the King James Bible, was written in the early seventeenth century and that no later translation has achieved similar status.

It therefore seems that most people in Britain cannot strictly be described as religious. However, this does not mean that they have no religious or spiritual beliefs or inclinations. Surveys have suggested that nearly three-quarters of the population believe in God and between a third and a half believe in concepts such as life after death, heaven and hell (and that half or more of the population believe in astrology, parapsychology, ghosts and clairvoyance). In addition, a majority approve of the fact that religious instruction at state schools is compulsory. Furthermore, almost nobody objects to the fact that the Queen is 'by the grace of God', or the fact that she, like all previous British monarchs, was crowned by a religious figure (the Archbishop of Canterbury) in a church (Westminster Abbey) and that the British national anthem (God Save Our Queen) invokes God's help in protecting her.

The general picture, as with so many aspects of British life, is of a general tolerance and passive approval of the status quo. The majority attitude towards organized religion is rather similar to that towards the monarchy. Just as there is no serious republican movement in the country, so there is no widespread anti-clericalism, and just as there is no royalist movement either, so most people are not active participants in organized religion, but they seem to be glad it is there!

Religion and politics

Freedom of religious belief and worship (and also the freedom to be a non-believer) is taken for granted in modern Britain. With the notable exception of Northern Ireland, a person's religion has almost no political significance. There are no important 'Christian' or anti-clerical political parties. Except perhaps for Muslims, there is no recognizable political pressure group in the country which is based on a particular religious ideology. To describe oneself as 'Catholic' or 'Church of England' or 'Methodist' or any other recognized label is to indicate one's personal beliefs but not the way one votes.

The religious conflicts of the past and their close relationship with politics have left only a few traces in modern times, and the most important of these are institutional rather than political: the fact that the monarch cannot, by law, be a Catholic; the fact that the twenty-six senior bishops in one particular church (the Church of England) are members of the House of Lords (where they are known as the 'Lords Spiritual'); the fact that the government has the right of veto on the choice of these bishops; the fact that the ultimate authority for this same church is the British Parliament. These facts point to a curious anomaly. Despite the atmosphere of tolerance and the separation of religion and politics, it is in Britain that we find the last two cases in
Europe of 'established' churches, that is churches which are, by law, the official religion of a country. These cases are the Church of Scotland and the Church of England. The monarch is the official head of both, and the religious leader of the latter, the Archbishop of Canterbury, is appointed by the government.

However, the privileged position of the Church of England (also known as the Anglican Church) is not, in modern times, a political issue. Nobody feels that they are discriminated against if they do not belong to it. In any case, the Anglican Church, rather like the BBC has shown itself to be effectively independent of government and there is general approval of this independence. In fact, there is a modern politics-and-religion debate, but now it is the other way around. That is, while it is accepted that politics should stay out of religion, it is a point of debate as to whether religion should stay out of politics. The Anglican Church used to be half-jokingly described as 'the Conservative party at prayer'. This reputation was partly the result of history and partly the result of the fact that most of its clergy and regular followers were from the higher ranks of society.

However, during the 1980s and early 1990s it was common for the Church to publicly condemn the widening gap between rich and poor in British society. Its leaders, including the Archbishop of Canterbury himself, repeatedly spoke out against this trend, implying that the Conservative government was largely to blame for it — despite comments from government ministers that politics should be left to the politicians. The Archbishop also angered some Conservative Anglicans when, at the end of the Falklands/Malvinas War in 1982, he did not give thanks to God for a British victory. Instead, he prayed for the victims of the war on both sides. In 1994 the Catholic Church in Britain published a report which criticized the Conservative government. Since the general outlook of Britain's other conventional Christian denominations has always been anti-Conservative, it appears that all the country's major Christian churches are now politically broadly left of centre. [2, p121-123]

GUIDE

WORD STUDY

I. Use the appropriate prepositions:

1. In addition, a majority approve the fact that religious instruction at state schools is compulsory.
2. Furthermore, almost nobody objects the fact that the Queen is 'the grace of God', or the fact that she, like all previous British monarchs, was crowned a religious figure.
3. Freedom religious belief and worship (and also the freedom to be a non-believer) is taken granted in modern Britain.
4. Except perhaps Muslims, there is no recognizable political pressure group in the country which is based a particular religious ideology.
5. Despite the atmosphere of tolerance and the separation of religion and politics, it is in Britain that we find the last two cases in Europe of 'established' churches, that is churches which are, law, the official religion of a country.
6. Nobody feels that they are discriminated if they do not belong it.
7. The Archbishop of Canterbury himself, repeatedly spoke this trend, implying that Conservative government was largely to blame it.
II. Match these words from the text with their meanings:

1. Methodist a. A member of a Christian Protestant Church that broke away from the Church of England in the 18th century
2. Bishop b. The study of the positions of the stars and the movements of the planets in the belief that they influence human affairs
3. Parapsychology c. A bishop of the highest rank, responsible for all the churches in the area.
4. Astrology d. A senior priest in charge of the work of the Church in a city or district.
5. Archbishop e. The study of mental powers that seem to exist but that cannot be explained by scientific knowledge.

III. Join the words to make word combinations:

Speak out against the knowledge of the bible
To invoke the trend
To be enriched by God’s help
To have religious inclinations
To condemn politics
To stay out of the widening gap

IV. Explain the meaning of the following words and word combinations:

Anti-clerical party
Christian party
Conservative party
Clairvoyance
Denomination

V. Form derivatives to the words in the table:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolerant</td>
<td></td>
<td>Believe</td>
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<tr>
<td>Recognizable</td>
<td></td>
<td>Approve</td>
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<tr>
<td></td>
<td>Appointment</td>
<td>Condemn</td>
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<tr>
<td></td>
<td></td>
<td>Incline</td>
</tr>
</tbody>
</table>
VI. Give the word to the definition:

1. that must be done because of a law or a rule
2. to make sb have a particular feeling or imagine a particular scene
3. the attitude to life and the world of a particular person, group or culture
4. to show respect for God or a god, especially by saying prayers, singing, etc. with other people in a religious building
5. to believe sth is true without first making sure that it is
6. the situation as it is now, or as it was before a recent change
7. willingness to accept or tolerate sb/sth, especially opinions or behaviour that you may not agree with, or people who are not like you
8. a person who goes to a place or an event, often on a regular basis

COMPREHENSION

I. Say whether the following statements are True or False. Explain your choice.

1. The majority of British people can be described as religious.
2. The British are quite tolerant towards the British monarch.
3. There are no established churches in Britain.
4. British people are restricted in religious freedom.
5. The Anglican church stays out of politics.
6. The Anglican church used to have the reputation of being the defender of the higher ranks of the society.

FOLLOW-UP

1. Do you think that politics should stay out of religion and visa versa?
2. Express your opinion on the fact that religious instruction at state schools is compulsory.
3. What about Belarus? Does church interfere in the state affairs and school education?
4. How does the relation between religion and politics differ in Belarus and Britain?
THE CHURCH OF ENGLAND

PRE-READING TASK

1. Is the Church of England the only established church in Britain?
2. Does it try to adapt to modern life? In what way?

There are two established or state churches in Britain: the Church of England, or Anglican Church as it is also called, and the Church of Scotland, or 'Kirk'.

In 1533 the English king, Henry VIII, broke away from Rome and declared himself head-of-the Church in England. His reason was political: the Pope’s refusal to allow him to divorce his wife, who had failed to produce a son. Apart from this administrative break, the Church at first remained more Catholic than Protestant. However, during the next two centuries when religion was a vital political issue in Europe, the Church of England became more Protestant in belief as well as organisation.

Ever since 1534 the monarch has been Supreme Governor of the Church of England. No one may take the throne who is not a member of the Church of England. For any Protestant this would be unlikely to be a problem, since the Church of England already includes a wide variety of Protestant belief. However, if the monarch or the next in line to the throne decided to marry a Roman Catholic or a divorcee, this might cause a constitutional crisis. It has always been understood that if such a marriage went ahead, the monarch or heir would have to give up their claim to the throne, and to being Supreme Governor of the Church. In 1936 Edward VIII, who had only just succeeded to the throne, abdicated in order to marry a divorcee. Today it is more likely that the monarch or heir would marry the person he or she loved, and would renounce the title of Supreme Governor of the Church. It might pose a constitutional crisis, but is less likely to be one for the Church. The monarch is crowned by the senior Anglican cleric, the Archbishop of Canterbury, but if the monarch renounced Supreme Governorship of the Church, this ceremony might be abandoned or radically changed.

As head of the Church of England, the monarch appoints the archbishops, bishops and deans of the Church, on the recommendation of the Prime Minister, who might well not be an Anglican. The most spiritual leaders of the Church of England are the Archbishop of Canterbury, who is ‘Primate of All England’, and the Archbishop of York, who is ‘Primate of England.’

The Archbishop of Canterbury is head of the Anglican 'Communion'. This Communion is composed of the various independent churches which have grown out of the Church of England in various parts of the world. In fact England accounts for only two of the 28 provinces of the Anglican Church. In theory, about 40 per cent of the English might say they were members of the Church of England, far fewer ever actually attend church and only one million regularly attend, a drop of over 13 per cent since 1988. It is also a small proportion of the 70 million active Anglicans worldwide. More Nigerians, for example, than English are regular attenders of the Anglican Church.

The Church of England is frequently considered to be a 'broad' church because it includes a wide variety of belief and practice. Traditionally there have been two poles in membership, the Evangelicals and the Anglo-Catholics. The Evangelicals, who have become proportionately stronger in recent years give greater emphasis to basing all faith and practice on the Bible. There are over one million British evangelicals of different Protestant churches belonging to an umbrella group, the Evangelical Alliance. The Anglo-Catholics give greater weight to Church tradition and Catholic practices, and do not feel the same level of disagreement as many evangelicals concerning the teaching and practices of the Roman Catholic Church. There is an
uneasy relationship between the two wings of the Church, which sometimes breaks into open
hostility. Yet most Evangelicals and Anglo-Catholics are united in their deeper dislike of the
liberal theologians within the Church of England. These have challenged the literal validity of
several beliefs of the Church, and have argued that reinterpretation must constantly take place,
partly is a result of recent biblical scholarship, but also because they maintain that theological
understanding changes as society itself changes and develops over the years. In that sense, one
can divide the Church of England in a different way into conservatives and modernists. It is
estimated that 80 per cent of the Church of England are of evangelical persuasion, and the
balance is divided almost equally between Anglo-Catholics and liberals.
The Church of England is above all things a church of compromise. It is, in the words of one
Journalist, 'a Church where there has traditionally been space on the pew for heretics and
unbelievers, doubters and skeptics'. It takes a long view and distrusts zealous theological or
ideological certainty. It prefers to live with disagreements of belief rather than apply
authoritarian decisions. It fudges issues where it can, to keep its broad body of believers
together.
Most of its members are happy with the arrangement. In that sense the Church of England is
profoundly typical of the English character. It distrusts the rigid logic of a particular tradition of
theology and prefers the illogical but practical atmosphere of 'live and let live' within a broader
church climate. Consequently there is always a concern to ensure that all wings of the Church
are represented among the bishops, and that those appointed as archbishops shall be neither too
controversial in their theology, nor too committed to one particular wing of the Church as to be
unacceptable to others.
This has been particularly true in the two areas of greatest controversy within the Church since
the mid-1980s: the ordination of women and of homosexuals (and the acceptance of
homosexuals already in the priesthood). In both cases the modernists are ranged against the
conservatives.
After a long and often contentious debate, the Church finally accepted the ordination of women
in 1992, and the first were-ordained in 1994, long after the practice had been adopted in other
parts of the Anglican Communion. Some 200 clergy, fewer than expected, chose to leave the
Church of England rather than accept women priests. They were almost all Anglo-Catholic.
While great passion was aroused among some clergy and lay people on this issue, the large
majority of church-goers did not feel strongly enough, either way, to force a decision. It is
unlikely that any woman will become a bishop for some years. Having accepted women priests,
a fresh controversy arose over the question of homosexuality with, if anything, even greater
vehemence. This time the contest is primarily between modernists and evangelicals, but the
essence of the debate is the same: biblical and traditional values versus contemporary social
ones.
The modernists argue that it is ludicrous to pick one out of many-culturally specific
prohibitions in the Old Testament, and that a judgmental posture excludes Christians who quite
sincerely have a different sexual orientation and perspective from heterosexuals. Modernists say
the church should listen and learn from them. It is a controversy likely to persist well into the
twenty-first century.
The Church of England was traditionally identified with the ruling establishment and with
authority, but it has been distancing itself over the past 25 years or so, and may eventually
disengage from the state. 'Disestablishment', as this is known, becomes a topic for discussion
each time the Church and state clash over some issue. Since 1979 the Church has been ready to
criticize aspects of official social policy.
Nevertheless, the Church of England remains overwhelmingly conventional and middle class in
its social composition, having been mainly middle and upper class in character since the
Industrial Revolution. Most working-class people in England and Wales who are religious
belong to the nonconformist or 'Free' Churches, while others have joined the Catholic Church in
the past 140 years. [3,p170-173]
GUIDE

WORD STUDY

I. Join the words to make word combinations:

1. Established a. issue
2. Controversial b. crisis
3. To maintain c. church
4. To pose d. decision
5. To renounce e. logic
6. Rigid f. issue
7. To ordinate g. the title
8. To fudge h. women
9. Authoritarian i. changes

II. Fill in the prepositions or particles where necessary.

1. │ ... ... this administrative break, the Church at first remained more Catholic than Protestant.
2. │ If the monarch or the next ... line ... the throne decided to marry a Roman Catholic or a divorcee, this might cause a constitutional crisis.
3. │ This communion is composed ... the various independent churches which have grown ... the Church of England in various parts of the world.
4. │ It is, ... the words of one Journalist 'a Church where there has traditionally been space ... the pew for heretics and unbelievers, doubters and skeptics'.
5. │ It is a controversy likely to persist well ... the twenty-first century
6. │ The Church of England was traditionally identified ... the ruling establishment and ...authority, but it has been distancing itself ...the past 25 years or so.

III. Use the dictionary to check the pronunciation of the following words:

Evangelical Primate of England Heretics Vehemence Ludicrous Zealous Contentious

IV. Fill in the correct words from the list below:

To claim, established, break away from, succeed to, abdicate, to abandon, ludicrous, to be ranged against, to disengage from, contentious.

1. The Church of England and the Church of Scotland are two ............... Churches in Britain.
2. Many protestants ................. the Anglican Church because they believed that reinterpretation must constantly take place within the church.
3. Modernists ................. that the church should listen to the needs of different walks of the society.
4. There were cases in the history of the British monarchy when the king ............... the throne for the sake of love.
5. The monarch can .........................the throne only if he or she is the member of the Anglican Church.
6. Many believers thought it was ................... not to accept the ordination of women and that often caused .......... debates.
7. Nowadays the Church of England is ......................... some political issues of the state.
8. They wished to ......................... themselves …..these policies.
9. You can’t ......................... the church during the mass.

V. Replace the verbs in bold by the given below phrasal verbs:
To give up, to break away from, to grow out of, to account for, to pick out.

1. The puritans wished to leave Great Britain and begin a new life in America.
2. A monarch has to stop his claim to the throne if he wants to marry a divorcee.
3. A number of independent churches developed from the Church of England.
4. Modernists were against choosing one out of many prohibitions in the Old Testament.
5. The number of clergy who chose to leave the Church of England rather than accept women priests equaled 200.

VI. Form derivatives to the words in the table.

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<thead>
<tr>
<th>ADJECTIVE</th>
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<td>Valid</td>
<td></td>
<td>To accept</td>
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<td></td>
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<td>To abandon</td>
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<td>To renounce</td>
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<td>Persistent</td>
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<td>Abdication</td>
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COMPREHENSION

I. Answer the following questions;

1. Who was the founder of the Church of England?
2. Can any monarch be the Supreme Governor of the Church of England?
3. Why is the Church of England often considered to be a broad church?
4. Are there any conflicts inside the church? Name the main reasons for them.
5. What principles does the Anglican church build its policy on?
6. What are the two issues that arouse great controversy within the Church of England?
7. Why does the question of disestablishment become a topic for discussions now and then?

II. Explain the meaning of the following phrases:

1. To renounce the title of the Supreme Governor
2. Next in line to the throne
3. To succeed to the throne
4. To have space on the pew for heretics and unbelievers
5. Distrust the rigid logic
6. Live with the disagreement of belief
7. To be ranged against the conservatives
8. It's a controversy likely to persist well into the 21st century.

FOLLOW-UP

1. Can you give any examples illustrating the decreasing popularity of the church in some countries?
2. Can we say that the popularity of the church in our country has been increasing for the last 15 years. How can you explain it?

II. Read the following article and render it into English.

Глава англиканской Епископальной церкви США 52-летняя Кэтрин Джеффертс Шори, которая стала первой женщиной, возглавившей эту церковь, заявила, что гомосексуализм не является грехом. По ее словам, Библия писалась в других исторических условиях, и некоторые правила уже устарели и не соблюдаются. По словам Шори, важнее соблюдать духовные заветы.

"Я не верю, что гомосексуализм это грех. Я считаю, что бог наделяет нас разными дарами. Каждый приходит в этот мир с разным багажом, в котором что-то бросает нам вызов, а что-то приносит радость и позволяет делить мир вокруг нас счаствивее", - заявила Джеффертс Шори в интервью телеканалу CNN.

На вопрос о том, как на ее взгляд гомосексуализм соотносится с некоторыми отрывками из Библии, прямо осуждающими сексуальные отношения между мужчинами, Шори заявила, что Библия была написана людьми, живущими в совершенно другой исторической обстановке.

"Библия может научить нас очень многому. Она учит нас, как быть людьми, но в плане повседневной жизни, библия не может сильно помочь нам. Она не может научить нас, какую пищу есть и какую одежду надевать. В Библии есть ряд правил, которые мы не соблюдаем сегодня", - сказала Шори.

Последние высказывания Шори вряд ли будут шоком для руководства церкви или для прихожан церкви, которых сейчас насчитывается 2,3 млн. Ещё в 2003 году совет епископов проголосовал за присвоение епископского сана Джину Робинсону, открыто заявляющему о своей гомосексуальности.

Тем не менее, во взаимоотношениях с другими англиканскими церквями мира, заявления Шори, которая официально займет пост главы церкви в ноябре 2006 года, и сам факт ее избрания может стать серьезной проблемой. Епископальную церковь Америки многие уже давно обвиняют в излишнем либерализме.

Епископы женщины есть только в двух англиканских церквях - в Новой Зеландии и в Канаде. В то же время многие руководители английской церкви считают, что женщинам вообще нельзя становиться священнослужителями.
Сама Джеффертс Шори воспитывалась в католических традициях. Прежде чем прийти в церковь в середине 1990-х годов она работала океанографом. Шори замужем. У нее есть одна дочь - 24-летняя Катарин Джоана, которая служит пилотом ВВС США. [5]
CATHOLICISM

PRE-READING TASK

1. What do you know about the rights of Catholics in Great Britain? Are they restricted?
2. Is it the country where all religious groups can find freedom of belief?
3. Can we say that different religions are associated with particular geographical area and particular social class?

After the establishment of Protestantism in Britain Catholicism was for a time an illegal religion and then a barely tolerated religion. Not until 1850 was a British Catholic hierarchy re-established. Only in the twentieth century did it become fully open about its activities. Although Catholics can now be found in all ranks of society and in all occupations, the comparatively recent integration of Catholicism means that they are still under-represented at the top levels. For example, although Catholics comprise more than 10% of the population, they comprise only around 5% of MPs.

A large proportion of Catholics in modern Britain are those whose family roots are in Italy, Ireland or elsewhere in Europe. The Irish connection is evident in the large proportion of priests in England who come from Ireland (they are sometimes said to be Ireland's biggest export!).

Partly because of its comparatively marginal status, the Catholic Church, in the interests of self-preservation, has maintained a greater cohesiveness and uniformity than the Anglican Church. In modern times it is possible to detect opposing beliefs within it (there are conservative and radical/liberal wings), but there is, for example, more centralized control over practices of worship. Not having had a recognized, official role to play in society, the Catholic Church in Britain takes doctrine and practice (for example, weekly attendance at mass) a bit more seriously than it is taken in countries where Catholicism is the majority religion — and a lot more seriously than the Anglican Church in general does.

This comparative dedication can be seen in two aspects of Catholic life. First, religious instruction is taken more seriously in Catholic schools than it is in Anglican ones, and Catholic schools in Britain usually have a head who is either a monk, a friar or a nun. Second, there is the matter of attendance at church. Many people who hardly ever step inside a church still feel entitled to describe themselves as "Anglican". In contrast, British people who were brought up as Catholics but who no longer attend mass regularly or receive the sacraments do not normally describe themselves as 'Catholic'. They qualify this label with 'brought up as' or 'lapsed'. Despite being very much a minority religion in most places in the country, as many British Catholics regularly go to church as do Anglicans.

Other conventional Christian churches

In many ways, Anglicanism represents a compromise between Protestantism and Catholicism. Its stated doctrine, which rejects the authority of the Pope and other important aspects of Catholic doctrine, is Protestant. But its style, as shown by its hierarchical structure and its forms of worship, is rather Catholic. When Protestantism first took root in Britain, there were many people who rejected not only Catholic doctrine but also 'Romish' style. These people did not join the newly-established Anglican Church. They regarded both the authority given to its clergy and its continuation of orthodox ritual as obstacles to true worship. Instead, they placed great importance on finding the truth for oneself in the words of the Bible and on living an austere life of hard work and self-sacrifice. They disapproved of the pursuit of pleasure and therefore frowned on public entertainments such as the theatre, on drinking, on gambling and on any celebration of the sexual aspect of life.

In England, those Protestants who did not accept the authority of the Anglican Church were first known as 'dissenters' and later, as tolerance grew, as "nonconformists'. These days, when refusal
to conform to the established church is irrelevant, they are simply called 'members of the free churches'. A great many different free-church groups have come into being over the centuries. In the details of their organization, styles of worship and doctrinal emphasis, the various nonconformist groups differ considerably. However, they all share, in varying degrees, certain characteristics: they regard simplicity and individual prayer as more important than elaborate ritual and public ceremony; there is comparatively little difference between their clergy (if they have any at all) and their lay members; they praise self-denial, although to a lesser extent than the original Puritans. For example, many are teetotal (their members do not drink alcohol). After Presbyterians, the largest traditional nonconformist group in Britain is the Methodist Society. Methodists follow the teachings of John Wesley, an eighteenth century preacher who started his career as an Anglican clergyman. He had little doctrinal disagreement with the established church. However, he and his followers considered that it did not care enough about the needs of ordinary people and that its hierarchy was not serious enough about the Christian message.

Two other nonconformist groups with a long history are the Baptists and the Quakers. The former are comparatively strict both in their interpretation of the Bible and in their dislike of worldly pleasures. The latter, also known as the Society of Friends, are a very small group whose notable characteristics are their complete lack of clergy and their pacifism. They refuse to fight in any war, though they will do ambulance and hospital work.

Other religions, churches and religious movements

Since it is a multicultural country where the pressure to conform is comparatively weak, Britain is home to followers of almost every religion and sect imaginable. Some of these are offshoots, or local combinations, of those already mentioned. The numbers of followers of all the traditional Christian churches have been slowly but steadily declining in the second half of the twentieth century. Other Christian sects and churches have been growing. Because of their energetic enthusiasm and their desire to attract new followers, they are sometimes characterized by the term 'evangelical'. Most of them are similar to traditional nonconformist groups in that they avoid rigid ritual and place great emphasis on scripture. In the Case of some groups, their interpretations of the Bible are often literal. The Mormons, Jehovah's Witnesses and Seventh Day Adventists (all of which originated in the USA) are examples. These groups, and others, also provide a strict code of behaviour for their followers.

The fastest-growing type of evangelical Christianity, however, places less emphasis on dogma, sin, or giving people a code of behaviour. Instead, the emphasis is on the spiritual and miraculous; on revelation. Gatherings often involve joyful singing. There is a belief in spiritual healing of the sick. The oldest existing church of this type in Britain is called Pentecostal, and this term is sometimes used to denote all such groups. Pentecostalism has had a small working-class following for many years. Its recent growth is among the middle class. Many groups began with meetings in people's living rooms, where formality is at a minimum. Another term sometimes used of these groups is 'charismatic', reflecting both their enthusiasm and their emphasis on the miraculous. The growth of these groups might indicate that many British people feel a gap in their lives which neither the material benefits of modern life nor the conventional churches can fill.

The remaining religious groups with significant numbers of followers in Britain are all associated with racial minorities. The most well-established of these are the Jews. Anti-Semitism exists in Britain, but for a long time it has been weaker than it is in most other parts of Europe. The security and confidence of Judaism in Britain can be seen both in the healthy proportion of Jews in Parliament and in the fact that within it there is, quite openly, the same struggle between orthodox/conservative and liberal/radical viewpoints as there is in the Anglican and Catholic churches.
The numbers of followers of the Christian Orthodox, Sikh, Hindu and Muslim religions are all growing, mainly because of high birth rates among families belonging to them. The last of these is by far the largest. Its continued growth is also for another reason. Relative authorities have caused people brought up as Muslims to be politicized — more so than any other religious group in the country. As a result young Muslims are less likely to drift away from their religion than the young of other faiths. One example of conflict is the Salman Rushdie affair. Another is the question of Muslim schools. There have been both Catholic and Jewish state schools for some time now. The country's Muslims are demanding the same opportunity.

GUIDE

WORD STUDY

I. Match the words with their explanatory phrases:

1. moderator A. a member of a religious group of men who often live apart from other people in a monastery and who do not marry or have personal possessions
2. monk B. a religious leader in the Presbyterian Church who is in charge of the Church council
3. friar C. a member of a religious community of women who promise to serve God all their lives and often live together in a convent
4. dissenter D. religious communities of men who in the past travelled around teaching people about Christianity and lived by asking other people for food
5. teetotal E. a person who does not agree with opinions that are officially or generally accepted
6. nun F. never drinking alcohol

II. Find the information about the following denominations and religious organizations existing in Great Britain

Methodists
Baptists
Quakers
Mormons
Jehovah’s Witnesses
Seventh Day Adventists

III. Give derivatives to the following words:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conformation</td>
<td>To preach</td>
<td>Cohesive</td>
</tr>
</tbody>
</table>
IV. Make up word combinations:

1. Hierarchical ___________________________ a) doctrine
2. To reject _______________________________ b) structure
3. Orthodox _______________________________ c) life
4. Austere _________________________________ d) ritual
5. Marginal ________________________________ e) opposing beliefs
6. To detect _______________________________ f) status
7. To conform ______________________________ g) members
8. Lay ____________________________________ h) the Established Church
9. Material _________________________________ i) religion
10. To drift away from _________________________ j) benefits

V. Insert the required prepositions where necessary:

1. Many people who hardly ever step ...a church still feel entitled ... describe themselves as "Anglican".
2. Instead, they placed great importance ... finding the truth ... oneself in the words of the Bible and ... living an austere life of hard work and self-sacrifice.
3. They disapproved ... the pursuit ... pleasure and therefore frowned ... public entertainments.
4. However, he and his followers considered that it did not care enough ... the needs ... ordinary people and that its hierarchy was not serious enough ... the Christian message.
5. Young Muslims are less likely to drift ... ... their religion than the young of other faiths.

VI. Fill in the words and word combinations given below:

1. austere
2. to under-represent
3. sacraments
4. to conform
5. revelation
6. self-denial
7. to be entitled to

1. It is characteristic of monks to lead an ..................... way of life.
2. Those who believe in god normally go to church every Sunday and receive ......................
3. A person whose views did not .................. to those of the Established Church used to be called a dissenter and later a nonconformist.
4. Some evangelical groups put a lot of emphasis on spiritual life, often on .................
5. The original puritans praised .................. and they were all teetotal.
6. Catholics are still dissatisfied with the fact that they are ................. at the top levels and they are sure they are ................. to the same rights as Protestants in Great Britain.

VII. Give the synonyms to the following words from the text:

1. Disclosure
2. Correspond to
3. Abstinence
4. Communion
5. Priest
6. To have right to
7. Very complicated

COMPREHENSION

I. Say whether these statements are false or true:

1. Catholicism has always occupied the same position in the British life as Protestantism.
2. Catholics take religious doctrines more seriously than Protestants.
3. The original Puritans were very similar to today’s Protestants.
4. All non-conformists have a lot in common.
5. Britain can’t be considered the country where various religions are welcome.
6. Evangelical Christians attract their followers placing emphasis on beauty, spiritual life.
7. Muslims in Britain are beyond politics.

FOLLOW-UP

Discuss in groups of three or four the following points:

1. The variety of religious groups and sects
2. Extremist tendencies and harm for people
3. The importance to respect each person’s belief
RELIGION IN AMERICA

PRE-READING TASK

1. Does the USA have an established church?
2. Is religion included into school curriculum in the USA?
3. Do you think Americans are devoted to God?
4. Why do you think Puritans settled in America but not in other countries of the world?

BACKGROUND INFORMATION

In most western societies, modernization has been accompanied by a marked decline in religious observance. America, in contrast, has remained unusually religious. Church buildings representing an astonishing variety of faiths line residential streets, outnumbering even the gas stations. Sunday morning traffic is typically congested as people drive to Sunday School and church. Most bookstores have an entire section of religious books and report a tremendous volume of sales of books about Christianity and Christian living. Bibles continue to be the nation's best-selling books.

Religiousness is conspicuous. Billboards, T-shirts, and bumper stickers bear messages such as 'Jesus Saves.' There are even a "Few Disneyland-type tourist parks, such as South Carolina's "Heritage USA," devoted entirely to religious themes. These visible reminders of America's religious activity are accompanied by impressive statistics:

- More than nine out of ten Americans say they believe in God
- One third claim they are born-again Christians
- More than four out of ten attend church or synagogue at least once a week
- Two thirds are members of a local church or synagogue

Interest in religion is high even among young people, whose religious activity has typically been less regular than that of their parents and grandparents. A Gallup poll indicates that young Americans are far more religious than their counterparts in most other countries. About 41 percent of America's young people feel that religion should be "very important" in life, a percentage far greater than in Australia, Britain, France, Japan, Sweden, and West Germany.

Although the Constitution declares the separation of Church and State, religion has always pervaded American political life. The motto of the seal of the United States carries the biblical words, "Rebellion to tyrants is obedience to God." When the pledge of allegiance to the American flag is recited, the two words "under God" receive emphasis. American currency bears the inscription "In God We Trust."

Almost all American presidents have claimed affiliation with an established church. During inaugural ceremonies, U.S. presidents take their oath of office on the Bible. Every session of Congress opens with a prayer. Politicians frequently make reference to God and the Bible in their speeches. Religion is bound to have an influence on politics in a society where so many people value religion.

Religion in America today is built primarily on the structure of Protestantism, Catholicism, and Judaism. Within each of these groups there is great diversity.
Among Protestants alone, there are 186 different organizations. Besides the three major groupings of Protestants, Catholics, and Jews, there are about 1,500 major and minor sectarian churches. Among these sects are established groups such as the Quakers and Mormons. There are also bizarre groups such as the Holiness Church, which is a snake-handling cult.

Although the official separation of Church and State provided a climate for these diverse religious practices to flourish, Protestantism, because of numbers and influence, has until recent decades occupied a dominant position in American society.

The first settlers of Massachusetts were members of a radical Protestant group called Puritans. Puritans thought of themselves as God's chosen people. They believed that God had elected, or "predestined," only certain persons to be saved. Devoting themselves to work as a way of pleasing God, they viewed their prosperity as an outward sign that God counted them among the saved. Many people trace the American drive for success through hard work to this Puritan, or Protestant, work ethic.

Among the immigrants to America were Protestants of many denominations from all over Europe, including Presbyterians from Northern Ireland, Lutherans from Scandinavia and Germany, Episcopals from England, and members of various European Reformed Churches.

LIBERAL PROTESTANTS

In the early 19th century, another Great "Awakening, or revival, swept through New England. By no means were all of New England's clergymen happy with this upswelling of religious feeling.

Many had given up Calvin's idea of predestination, which is the belief that God chooses those who will be saved, and that man cannot win salvation through good works or other means—salvation can only come from God, and then, only to the "elect." Some Protestant clergy now preached that all men had free will and could be saved. Others moved on to positions yet more liberal, giving up many traditional Christian beliefs.

Individual experience and Puritan virtues like self-reliance received a new spiritual foundation. The writings of Emerson and other Transcendentalists are read by millions of schoolchildren in American elementary and high schools.

The idea of progress was appealing to liberal Protestants of the 19th century. Why should religious doctrines not become more rational as science made the natural world more open to human understanding?

In Europe, and particularly in Germany, scholars were reading and studying the Bible in a new way. They questioned the reality of Bible miracles, and challenged traditional beliefs about Bible authors.

These and other opinions of Bible scholars frightened many religious people. But liberal Protestants believed that if Christianity were to continue to appeal to educated people, it must accept these ideas.

In the same spirit, liberals wrestled with the problems which Charles Darwin's theory of evolution presented. If human beings had descended from other animals—an idea which almost all scientists quickly accepted—then the story of Adam and Eve, the Biblical first parents of human beings could not be literally true.

To the many questions raised by the progress of science, Protestants sought and found answers. These answers stressed the moral and spiritual meaning of the Bible but did not depend on its reliability as a book of factual history.

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What set apart 19th century liberal ministers from their descendants in the 20th century was their optimism about man's ability to make progress. Some, like Henry Ward Beecher (1813-1887), still held that poverty and sin went hand in hand. Some liberal ministers were not very critical of the excesses of capitalism. But others, like Walter Rauschenbusch (1861-1918), thought that the Church should concern itself with reforming society. They discovered a "social message" in the Gospels, the Biblical accounts of Christ's life, and began to concern themselves with the problems of workers and the city poor.

Modern liberal clergymen are less optimistic about the speed and extent of "social reform. But they are still convinced that the Church must fight for the rights of poor people. They manage shelters for homeless people. They feed the poor, run day-care centers for children and speak out on social issues. They seek areas of agreement with other Christians, with Jews and with those of other world religions. Many are active in ecumenical movement which seeks to bring about the reunion of Christians into one church. [6]

GUIDE

WORD STUDY

I. Match the words from the two columns to make appropriate word combinations:

1. to devote to
2. ecumenical
3. obedience to
4. affiliation with
5. upswelling of
6. to appeal to
7. to go hand in

a. religious themes
b. God
c. movement
d. hand
e. educated people
f. an established church
g. religious feeling

II. Give synonyms to the following words:

1. strange, odd
2. various
3. to fight with
4. to flourish
5. to predict
6. to appeal to
7. certain to happen
8. a peer
9. earthly

III. Give the word to the definition:

1. A trained religious leader in some Protestant Christian Church
2. The process of questioning people who are representative of a larger group in order to get information about the general opinion.
4. To introduce a new public official or leader at a special ceremony:
5. Easy to see or notice; likely to attract attention.
6. A branch of the Christian Church.
IV. Find some information about the following religious groups or cults:

1. The Holiness church
2. A snake handling cult
3. Presbyterians
4. Lutherans
5. Episcopal
6. Quakers

V. Form the derivatives to the words in the table:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descend</td>
<td>Pervasion</td>
<td>Rebellious</td>
</tr>
<tr>
<td></td>
<td>Affiliation</td>
<td></td>
</tr>
<tr>
<td>Persecute</td>
<td>Resentment</td>
<td>Diverse</td>
</tr>
<tr>
<td>Permit</td>
<td></td>
<td>Obedient</td>
</tr>
<tr>
<td>Purify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Substitute the words in bold by the phrasal verbs given below:

1. to set apart
2. to appeal to
3. to bring about
4. to speak out
5. to sweep through
6. to provide for

1. What makes liberal Protestants different from others is the fact that they gave up many traditional Christian beliefs.
2. Congress makes no law respecting an establishment of religion or prohibiting any belief thus creating freedom of religion.
3. Calvin’s ideas that salvation comes only from God didn’t attract many liberal protestants.
4. Puritans wanted to make people saved by God through hard work.
5. The ideas of liberal protestants about the reality of Bible miracles spread quickly all over Europe.
6. Many protestant ministers state their opinion publicly on the most urgent social issues.

COMPREHENSION

I. Answer the following questions:

1. What are the visible reminders of American people being a religious nation?
2. Which religion prevails in the USA?
3. Who are Puritans? Why are they called so?
4. How are liberal protestants different from traditional Christians?
5. What kind of ‘social message’ did they discover in the Gospels?

II. Explain the meaning of the following:

1. Visible reminders of American religious activity
2. Rebellion to tyrants is obedience to God.
3. Religion is bound to have an influence on politics.
4. Minor sectarian churches
5. They viewed prosperity as an outward sign.
6. Another Great Awakening or revival swept through New England.
7. Many are active in ecumenical movement.
8. They discovered the social message in the Gospels.

FOLLOW-UP

1. Do Belarusian people have any conspicuous signs that show their devotion to God?
2. Does religion pervade our political life?
3. Would you like to have religious classes at school?. Explain why? What are positive and negative sides of this education?
EVANGELICAL RELIGION

PRE-READING TASK

1. What is characteristic of Evangelical religion?
2. Are there Evangelical groups in Belarus?
3. Why do you think people are always in search of new ways of expressing their attitude to god?
4. Do you know countries where Catholicism is very strong?

While some New England clergymen embraced the rational side of Puritanism, others turned toward the emotional or spiritual side. These ministers welcomed the "Second Awakening" of the early 19th century. They preached the message of man’s sinfulness and Christ's redeeming grace. Evangelical religion, a conservative kind of Protestantism which relies on the authority of the Bible, spread rapidly.

Evangelical preachers spoke simply and directly about the Christ of the New Testament Gospels who died to save mankind. The religious enthusiasm which this preaching aroused often led to the forming of associations, or groups, to carry on the work of reforming morals or spreading the gospel. These groups were often interdenominational; all Protestants were welcome to join them.

Some groups were formed to fight sin; others were formed to spread God's word around the world. Missionaries were sent to Africa, the Far East and to the American Indians in the western United States. Religious tracts, or books, were printed. Some of these groups, such as the American Bible Society, exist today.

Evangelical religion was fervent throughout America and especially on the frontier. Methodist and Baptist preachers competed with each other to win the settlers' souls for Christ.

The Methodists, beginning as an evangelical society of the Church of England, became established as an American church in 1784, sending traveling preachers, or circuit riders, into the Appalachian mountains and beyond. The Baptists, like the Methodists, used "lay" preachers (unordained, dedicated, laymen, who did not have the benefits of formal seminary educations) who preached to small frontier congregations on Sunday. The Baptists believed in adult baptism by immersion, symbolizing a mature and responsible conversion experience. Traveling evangelists preached at camp meetings, revival gatherings which became a regular part of life in the American West.

Settlers would ride many miles to hear a famous revival preacher or evangelist. They would camp for days in the open fields, hearing sermons, and staying up, sometimes all night, to pray, sing hymns and talk with each other. "Conversions," or religious experiences of God's grace and remorse for sin, were often very dramatic, in some cases, people wept, fainted and danced about as if in a trance.

The Methodists and Baptists grew rapidly in numbers. As both denominations matured their pastoral leadership was assumed by ordained pastors with formal seminary educations. They are still the chief denominations in the southern United States. They have many members in other parts of the country as well.

Evangelical religion won over black slaves as well as their white masters. On some plantations, or large farms, black preachers held their own services. In the North, free blacks organized two different African Methodist Episcopal Churches early in the 19th century.

Most religious people were slow to condemn slavery, though from the earliest days the Quakers opposed it and risked their lives helping black slaves to freedom. By the 1850s, however, northern ministers of many denominations were preaching that slavery was a national sin.
In the South, however, many clergymen defended slavery and even owned slaves. They said that both the Old and New Testaments treated slavery as a normal part of society. The slavery question and the Civil War caused a splitting of the Baptist, Methodist and Presbyterian denominations which lasted into the 20th century.

Northern victory in the Civil War (1861-1865) meant freedom for the slaves. In the war-damaged South, most of the freed slaves became poor farmers, working land they did not own for a share of the crop. Segregation, or racial separation, became a way of life.

Many whites were just as poor as blacks. Black and white alike sought comfort in a conservative, evangelical form of religion. The South became a stronghold of "old time religion." In 1925, a biology teacher, John Scopes, was convicted under a Tennessee state law which forbade teaching the theory of evolution in a public school. Scopes' conviction was overturned on a legal technicality. But a number of other states in the South passed laws against teaching Darwin's theory. Even today, teaching the theory of evolution to the exclusion of religious teachings is controversial in parts of the United States.

After the Civil War, northern factories grew rapidly. American Protestants did not give up trying to help the poor or convert non-Christians. But they spent a major part of their moral energy for the next 50 years on the temperance movement—an attempt to make all alcoholic drink illegal. Finally they succeeded, and for over ten years (1920-1933) it was illegal to buy beer, wine or liquor in the United States.

But America was changing. By the late 19th century, a kind of Protestant consensus, or agreement, about God's place in American life and government had developed. The arrival of large numbers of Catholic and Jewish immigrants challenged that consensus.

CATHOLICS

By the Civil War, over a million Irish Catholics, many driven by hunger, had come to the United States. Most were working people. Anti-Catholic prejudice was so strong that, on a few occasions, it broke out in mob violence. In 1844, two Catholic churches were burnt and 13 people died in rioting that swept through the city of Philadelphia, Pennsylvania. More often prejudice took the form of discrimination, particularly at the polls. By 1960, however, John F. Kennedy's presidential election victory put to rest the Catholic religion as an issue in national politics. (Kennedy was a Roman Catholic.)

Catholics were not shut out of public schools and hospitals but they wanted their own institutions. So they built their own schools, colleges and hospitals. Catholics believed that these institutions were needed to preserve their faith. Many Catholics now attend public schools and secular colleges. But Catholic institutions, especially in large cities, still serve large numbers of Catholics and a growing number of non-Catholics, who are attracted by the discipline and education offered in these schools.

By the 1950s, many Catholics had risen to positions of leadership, not only in labor unions, but in business and politics as well. As Catholics grew more confident about their place in American life, they began to challenge, not the basic idea of separation of Church and State, but the way American courts interpreted it. The costs of modern education had made their schools very expensive to maintain. Catholics began to seek some way in which they could obtain public funds to help meet these expenses. Other private schools, not necessarily religious in origin or concern, also sought this help.

The lawmaking bodies of many states were sympathetic to these demands. But most attempts to provide help for religious schools were ruled unconstitutional (declared to violate the Constitution) by the Supreme Court of the United States. Giving public money to a religious school was held to violate the clause, or part, of the First Amendment which prohibits the establishment of religion. Public money for religious schools remains an issue in American
politics in the 1980s.

If Catholics feel that government should support the non-religious aspects of private education, other American groups call for even less government connection to religion. Sunday closing laws were a real hardship to Jews and Seventh Day Adventists. In effect, they were forced to observe two Sabbaths, or days of rest—their own and the majority Christian one as well. Non-believers, and some religious people as well, objected to prayer and Bible reading in public schools. They thought that a modern government in a free society should be basically secular.

In 1962, the Supreme Court declared that prayer and Bible reading could not be used to start the day in public schools. Such activities, the court ruled, amounted to an establishment of religion. The Court decision was extremely unpopular. In 1983, a survey showed that eight out of 10 Americans favored amending the Constitution to allow prayer in school.

GUIDE

WORD STUDY

I. Join the words to make word combination:

1. Temperance  a. preacher
2. Lay  b. consensus
3. Protestant  c. movement
4. Circuit  d. sin
5. Remorse for  e. riders
6. Religious  f. rest
7. Mob  g. colleges
8. To put to  h. violence
9. Secular  i. enthusiasm

II. Give synonyms to the following words:

1. to disapprove
2. to accept
3. teetotalism
4. to exclude
5. baptism
6. ardent
7. crowd

III. Insert the required prepositions:

1. Evangelical religion was fervent ……… America and especially ………… the frontier.
2. Conversions or religious experiences …. God’s grace and remorse …… sin, were often very dramatic.
3. The slavery question caused a splitting of the Baptist, Methodist and Presbyterian denominations which lasted until the 20th century.
4. Anti-catholic prejudice was so strong that, on a few occasions, it broke out in mob violence.
5. John Kennedy’s presidential election victory put an end to the Catholic religion as an issue in national politics.
6. Catholics were not shut out of public schools and hospitals.
7. Catholics grew more confident about their place in America.
8. But most attempts to provide help for religious schools were ruled unconstitutional by the Supreme Court of the US.

IV. Define the following words:

1. Sabbath
2. Denomination
3. Clergyman
4. Circuit rider

V. Form derivatives to the words in the table.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
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</thead>
<tbody>
<tr>
<td>Sinful</td>
<td>Exclusion</td>
<td>Condemn</td>
</tr>
<tr>
<td>Remorseful</td>
<td>Immersion</td>
<td></td>
</tr>
<tr>
<td>Favourable</td>
<td>Confidence</td>
<td>Violate</td>
</tr>
</tbody>
</table>

**COMPREHENSION**

I. Explain the following:

1. Welcome to the ‘Second Awakening’.
2. Preach the message of man’s sinfulness and Christ’s redeeming grace.
3. These groups were interdenominational.
4. Lay preachers.
5. Teaching the theory of evolution to the exclusion of religious teaching.
6. Kennedy’s victory put an end to the Catholic religion as an issue in national politics.
7. Catholic prejudice broke out in a mob violence.

II. Answer the following questions:

1. How is Evangelical religion different from Liberal Protestant?
2. What did preachers do to attract more believers and convert non Christians into their religion?
3. How did evangelical preachers spread their dogmas?
4. What was their attitude towards slavery?
5. How were Catholics accepted in the US?
6. What is today’s position of Catholics in the American society?
7. What are the demands that contradict the USA lawmaking?

FOLLOW-UP

Find more information about Evangelical religion in other counties including Belarus. Present it in the way of projects.
RELIGIOUS DIVERSITY

PRE-READING TASK

1. Give examples of the countries where religious diversity is one of the characteristics of the society?
2. Is it possible to live peacefully in the society where so many denominations are presented?
3. Do you think that many conflicts in the country are connected directly with people’s various beliefs?

The degree of religious diversity in America becomes evident when one compares the religious composition of American society with that of its neighbours. Mexico’s population is 96% Catholic. Canada’s three largest denominations, Roman Catholic, Anglican, and the United Church of Canada, account for 86% of total membership. To account for 86% of America’s total church membership, it is necessary to add 19 separate denominations. The First Amendment to the Constitution prohibits an established national religion and protects the individual’s right to practice the religion of his or her choice.

The United States has always been a fertile ground for the growth of new religious movements. Frontier America provided plenty of room to set up a new church or found a new community. For example, the ancestors of the Amish, very strict Protestants who live in rural areas and scorn modern life, came from Germany in the 18th century to escape persecution.

Many religious communities and secular Utopias, or experiments in new forms of social living, were founded in 18th- and 19th-century America. Most did not last long. But some prospered for a while and a few are still in existence. Twentieth century Americans who follow the impulse to withdraw from society and "join a commune" are following in an old American tradition.

Small sects and "cults" do have certain tendencies in common. Often they regard the larger society as hopelessly corrupt. Prohibition of alcohol, tobacco and caffeine are common. Sometimes dramatic expectations about the future—predictions of the end of the world or the dawning of a new age—form the main tenets, or doctrines, of the group. Often the founder is a charismatic person, a dynamic personality who claims some special revelation or relationship with God. Some groups never win a large following. Others grow smaller or disappear when the founder dies or his prophecies fail to come true. Still others prosper, win large followings and "graduate" into the ranks of the "respectable" denominations.

Some groups, like the Amish of Pennsylvania, simply want to be left alone in their rural communities. They wish to keep their children out of high school so they will not be affected by modern society.

A few prefer faith healing to modern medicine or object to certain medical practices. What should society do when a Jehovah’s Witness refuses a blood transfusion for himself or his child?

Questions like these often come before the courts in the United States. They are generally settled according to a principle the Supreme Court established when it ruled that the Mormons, a large and prosperous Christian sect which settled the state of Utah, could not marry more than one wife. Individuals may believe anything they please in America, but they may not do anything they want, even if the action is based on a religious belief. Such questions do not usually cause great controversy, because they do not reflect basic divisions in American society. The Mormons, for example, continue to flourish, and are one of the fastest growing church groups in the United States.

But other questions reflect continuing conflicts in American life. When a 1973 Supreme Court decision made abortion legal in America, many Catholics were shocked. Many
evangelical Protestants and Orthodox Jews also objected. Yet more liberal Protestant and Jewish clergymen joined nonbelievers in maintaining that abortion is a basic right in a pluralistic, or religiously varied, society.

Open religious prejudice is relatively rare in America today, inter-religious meetings and discussions are frequent. One major cause of the new harmony between members of the "three faiths" has been the Second Vatican Council of the Catholic Church (1962). This Council modified many Church rules, including burdensome restrictions on interfaith marriages. Catholics felt much freer to participate in interdenominational worship services than they had before the Council.

Other world religions are increasing their numbers and influence in America. Over two million members of the Islamic religion live in America. Some are immigrants or the children of immigrants; others are Americans, including some black Americans who have converted to Islam.

Buddhism is a growing faith in America. Recent immigration from Asia has raised the number of Buddhists in America to several hundred thousand—no one seems quite sure how many. Several hundred thousand Hindus have also come to America. In recent years, young native-born Americans have shown great interest in these and other Eastern religions and philosophies.

American pastors are as varied as the flocks they serve. Some of them are women. The Protestant Episcopal Church now ordains women as priests, although the Catholic Church continues to have an all-male clergy. The United Methodist Church has appointed women as bishops. Women can also be ordained as rabbis among some Jewish congregations. Contemplative monks like the Trappists spend their lives in prayer and labor in the monastic tradition of the Middle Ages. Catholic nuns teach and manage large hospitals. Chaplains of all faiths visit the sick in hospitals and nursing homes.

Pastors of churches are expected to be active in the civic affairs of their communities. Often they have psychological training and spend part of their time counseling people with personal problems. They preach to congregations assembled in small chapels and huge city cathedrals, in modern synagogues, and even sometimes in drive-in churches, where people can worship without leaving their cars! Some evangelical preachers reach a television audience of millions.

How do Americans of so many different religions manage to live together under common laws and pursue common goals? Most Americans are proud of America's religious variety. They consider it a natural result of religious freedom. On public occasions they stress the ideas most religious people share—belief in God and the importance of living a good life. [6]

GUIDE

WORD STUDY

I. Match the words from the two columns to make appropriate word combinations:

1. To scorn
2. Religious
3. Orthodox
4. Burdensome
5. Contemplate
6. Monastic
7. Civic
8. Secular

a. communities
b. Jews
c. modern life
d. monks
e. restrictions
f. affairs
g. Utopias
h. tradition
II. Give synonyms to the following words:
1. supporters
2. to contempt
3. to thrive
4. onerous
5. to give a religious talk
6. to achieve smth.

III. Fill in the gaps with the correct prepositions:
1. Frontier America provided plenty …… room to set …….. a new church or found a new community.
2. Twentieth century Americans who follow the impulse to withdraw …….. society and join……a commune are following …. an old American tradition.
3. They wish to keep their children … … high school so they won’t be affected …. modern society.
4. A few prefer faith healing … modern medicine or object …. certain medical practices.
5. This Council modified many Church rules, including burdensome restrictions …. interfaith marriages.
6. Contemplative monks …. Trappists spend their lives … prayer and labour …..the monastic tradition …. the Middle ages.

IV. Fill in the chart with the derivatives to the given words:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monk</td>
<td>To pursue</td>
<td></td>
</tr>
<tr>
<td>Congregation</td>
<td>Prophecy</td>
<td></td>
</tr>
<tr>
<td>Preachy</td>
<td>Revelation</td>
<td>To controvert</td>
</tr>
</tbody>
</table>

V. Match the words with their definitions:
1. Flourish a. a priest or other Christian minister who is responsible for the religious needs of people in a prison, hospital, etc. or in the armed forces
2. Chaplain b. to develop quickly and be successful
3. Pastor c. a Jewish religious leader or a teacher of Jewish law
4. Rabbi d. a minister in charge of a Christian church or group, especially in some Nonconformist churches
5. Congregation e. one of the principles or beliefs that a theory or larger set of beliefs is based on
6. Tenet f. a group of people who are gathered together in a
church to worship God, not including the priest and choir

7. To prosper
g. to develop in a successful way; to be successful, especially in making money

VI. Find the definitions to the following words looking them up in a monolingual dictionary.

1. the Amish
2. The United Methodist Church
3. The Trappists

VII. Differentiating synonyms:

1. Ancestor, forebear, descendant, forefather, predecessor
2. To prophesy, to predict, to anticipate, to forecast, to predestine, to foresee.
3. To maintain, to support, to provide, to supply, to preserve
4. Prejudice, superstition
5. Pastor, priest, clergyman, minister, preacher, rabbi, chaplain

COMPREHENSION

I. Explain the meaning of the following words and word combinations:

a. secular Utopias
b. the dawning of a new age
c. claim some special revelation
d. faith healing
e. interfaith marriages
f. monastic tradition
g. civic affairs
h. drive-in-churches

II. Say whether these statements are False or True:

1. The United States became a fertile ground for all religious groups only in the 19th century.
2. Sects and cults usually don’t have anything in common.
3. The Amish are people who prefer to live away from civilization and keep to old traditions
4. All religious denominations may do what they want if it is based on their religious beliefs.
5. In spite of religious freedom some conflicts within religious groups still exist.
6. American pastors of different denominations are usually not varied in the USA.
7. American pastors are expected to be involved only in religious affairs, but never participate in the civic ones.
FOLLOW-UP

I. Find some facts from today’s world news that show religious variety does not always mean freedom and peace inside the country or region.
II. Can we speak about our country as the one with religious diversity?
III. Write an essay of about 360 words on the topic “Should religion be separated from state?”

LISTENING COMPREHENSION

SECTION 1

Listen to the section and complete the paragraph below.

I. The sovereign, the (a) ....... or (b) ................. must always be a member of the Church of England and promises to (c) ................ it. The (d) ...., who are called to their posts by the (e).................. and the prime (f) .................. have to promise to be (g).................. to the sovereign.

II. Answer these questions.
   1. What are benefits by the Church of England, according to Bishop John Taylor?
   2. How does Bishop Taylor think Christianity affects the British society?

III. How does religion affect your society?

SECTION 2

Listen to section 2 and answer the questions:

1. What example does Bishop Henderson give of 'lip service being paid to the religious perspective'?
2. What section of the society, which normally has 'little voice', does he say the Church speaks for?
3. Why does Bishop Henderson think the Roman Catholic Church is more effective at criticizing the government than the established Church?
4. Why was the Church of England more critical of the government during the Thatcher years?

SECTION 3

1. Fill in the 4 examples Bishop Taylor gives of the 'thirty-two options for what to do on a Sunday'?
   a)......b)........c)............... d)................
2. Bishop Taylor says Britain is not a 'non-Christian' society. What does he say it is?
3. What does Bishop Mahon say many people have inherited 'whether they realize it or not'?

SECTION 4

Listen to section 4 of the tape and answer these questions:
1. Why did people turn away from religion in the past, according to Indarjit Singh?
2. What sort of society does he think we will have if we ignore religion?
3. How does Singh describe the Sikh community in Britain?
4. Sir Sigmund Sternberg describes several Jewish communities. What is the 'mainstream of the Jewish community?
5. What does Sir Sigmund tell us about the Reform movement?

SECTION 5

Listen to section 5 and answer these questions.

1. Choose the best answer: Yusuf Islam thinks many Muslims came to Britain because:
   a) It's a Christian country  b) It's a liberal and democratic society  c) Muslims don't have to pay tax
2. What does Yusuf Islam think is unfair about paying taxes?
3. Why do you think Zaki Badawi mentions Northern Ireland in relation to Muslims?
4. What does he suggest the government should do if people are against denominational schools?
5. If they do not do this, what rights does he feel Muslim communities should have?

SECTION 6

Listen to section 6 and answer these questions

1. Indarjit Singh talks about the events after he told local people that they were extending the Southfields temple. Which of the following is the best summary of what happened?
   a) the local people were positive about a seaside trip for handicapped children, but afterwards they viewed the Sikhs with fear.
   b) The local people were negative about the Sikhs' plans at first, but after they went out together they were very happy.
   c) The Sikhs had the wrong image of the local people
2. Write your own brief summary of the old story Sir Sigmund Sternberg tells about Rabbi Sham [7]
<table>
<thead>
<tr>
<th><strong>VOCABULARY ON RELIGION</strong></th>
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<tbody>
<tr>
<td><strong>Abandonment (n)</strong></td>
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<td><strong>Abandon (v)</strong></td>
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<td><strong>Austere (adj)</strong></td>
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<td><strong>Austerity (n)</strong></td>
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<td><strong>Benefit by/from sb (v)</strong></td>
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<td><strong>Clergy (n) (pl)</strong></td>
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<td><strong>Commit (v)</strong></td>
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<td><strong>Convert (v and n)</strong></td>
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<td><strong>Conformist (n)</strong></td>
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<td><strong>Congregate (v)</strong></td>
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<td><strong>Congregation (n)</strong></td>
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<td><strong>Controversy over/about sb/sth (n)</strong></td>
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<td><strong>Denomination (n)</strong></td>
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<td><strong>Disestablish (v)</strong></td>
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<td><strong>Disestablishment (n)</strong></td>
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<td><strong>Dissipate (v)</strong></td>
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<td><strong>Dissipation (n)</strong></td>
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<td><strong>Elaboration (n)</strong></td>
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<td><strong>Elaborate on sth (v)</strong></td>
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<td><strong>Established (adj)</strong></td>
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<td><strong>Establishment (n)</strong></td>
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</table>
The Faithful (n) pl  
Fidelity to sth. or sb(n)  
Following (n)  
Hierarchical (adj)  
Hierarchy (n)  
Implication of sb in sth (n)  
Imply(v)  
Incline sb to sth (v)  
Inclination towards/for sth by ~  
Invoke sth against sb (v)  
Nonconformist (n)(adj)  
Ordinate (v)  
Ordination (n)  
Parish (n and adj)  
Parishioner (n)  
Pastor (n)  
Pastoral (adj)  
Persecution(n)  
Persecute (v)  
Persecutor (n)  
Preach ( v)  
Preacher (n)  
Preachy (adj) (inf. disapprov.)  
Prosperity (n)  
Prosperous (adj)  
Pursuer (n)  
Pursuit(n)  
Pursue(v)  
Revelation (n)  
Reveal sth to smb (v)  
Revelatory (adj)  
Sacrament (n)  
Sacramental (adj)  
Secular (adj)  
Sin (n and v)  
Sinful (adj)  
Sinner (n)  
Scorn (v)  

~ to principles, marital ~, sexual ~.  
~ structure, society, organization  
~ social, political ~, a ~ of needs  
~ in a political scandal  
~ an idea, action, a degree of interest  
~ smb to crime, murder  
natural ~, religious ~, ~ for music, a priest  
~ feelings, vision, ~ God  
~ beliefs, practices  
~ a priest, a minister, a rabbi  

~ church, priest, council, clerk, register  
~ care, love  
~ victims of religious ~  
~ because of race, religious or political beliefs  
persecuted minorities  
~ a sermon, ~ to the congregation, ~ the Word of God, ~ moral values, ~ to the converted (idiom)  
lay ~  
~ economic prosperity, peace and prosperity  
~ society, country  
in ~ of sth (happiness, knowledge, profit),  
be pursued by government, police, authorities, press; ~ a goal, aim, objective, policy,  
come as a revelation  
revealed religion  
~ insight  
to receive ~ ,  
~ wine  
~life, music, education, priest  
commit ~, confess ~, mortal ~, original ~, a life of ~, do sth for your sins (idiom)  
~ thoughts, actions, life  
~ modern life, pour scorn on sb/sth (idiom)
Scornful (adj)
Teetotal (adj)
Teetotaler (n)
Teetotalism (n)
Temperance (n)
Virtue (n)

Worship (n and v)

- a strict ~
- a life of ~, by/in ~ of sth; make a virtue of necessity (idiom); virtue is its own reward (idiom)
- an act/place of ~, morning ~, ~ceremony, to worship at church

**PHRASES:**

Adherence to a certain faith
Devotion to some principle
To be enriched by
To be inclined to do sth.
To be ranged against
To discriminate against
To disengage from the state
To dissipate hatred
To hear a sermon
To implant into minds
To maintain changes
To pose a crisis
To pour scorn on smb
To profess religion
To put to rest
To receive sacraments
To renounce the title
To speak out against
To summon the faithful

To break away from
To claim to the throne
To succeed to the throne
To abdicate the throne
To stay out of politics
What is Terrorism?

PRE-READING TASK

1. Which of these words can be referred to terrorism and which to war or both?

   To overthrow the government peace-maker to retreat to kidnap to wage warfare to
   intimidate population to cease fire
   To hijack atrocity political offenses hostage taking peace accord to break out air
   strike to launch an attack

2. Give the definition of the term terrorism.
3. Why is it so difficult to combat terrorism?

   The terms 'terrorism' and terrorist' arose from the events of the French Revolution of 1789.
   Following the overthrow of the monarchy, a group called the Jacobins took power and
   conducted a "reign of terror" in France. The philosopher, Edmund Burke, wrote of thousands of
   hellhounds called terrorists' being 'let loose upon the people'.

   The Jacobins inspired terror among the citizens by wielding state power. In the nineteenth
   century, however, the description of states and governments as 'terrorist' became less common.
   Instead the word came to denote revolutionaries who used violent methods against the state.
   Terrorism is organized violence by small groups against the state for political purposes. There
   are four aspects to this definition.
   First, terrorist activities are organized, and involve conscious planning and direction. A kidnap
   or hijack attempt, for example, requires co-operation within an organized group.
   Secondly, terrorist projects are undertaken by small, usually secret bodies of armed men and
   women. Terrorist violence is not often undertaken by large groups of people, but by small
   groups excluded from power.
   Thirdly, terrorism - even when its victims are ordinary citizens - is directed against the state and
   its representatives.
   Fourthly, terrorism is used to further political aims. Terrorists are not just criminals. They may
   engage in armed robbery, for example, but this is part of a political strategy and is not done
   purely for material gain.
   Terrorism is part of the modern political world. Terrorist groups consist of real people involved
   in real conflicts. The first task is not to condemn, but to understand them. One way of doing this
   is to ask: who are the terrorists and what is contemporary terrorism?

   The deliberate killing of civilians to intimidate the civilian population or government is one of
   the worst features of contemporary terrorism and can clearly be distinguished from the type of
   clandestine warfare waged by resistance groups or insurgency movements against official and
   military targets. By their actions, the PALESTINE LIBERATION ORGANIZATION (PLO) and
   the Provisional Wing of the IRISH REPUBLICAN ARMY are terrorist organizations. But one
   would not use the term to describe the Polish and French underground resistance movements of
   World War II. When government engage in illegal and clandestine kidnapping and murder to
   intimidate their people—as in the case of the Nazis in Germany and the Argentine military Junta
   in power from 1976 to 1983—the term "state terrorism" is appropriate.
   One important characteristic of modern terrorism is its quest for spectacular horror effects in
   order to attract media coverage. Terrorist atrocities like the PLO's mid-air destruction of civilian
airliners and murder of helpless athletes at the 1972 Olympics and school children were perpetrated to publicize a cause. Most of the victims of the Italian Red Brigades and the German Baader-Meinhof gang were selected for symbolic reasons. The choice of New York City's World Trade Center as the site of a terrorist bomb in 1993 was presumed to have been made for similar reasons.

Another characteristic of modern terrorism is its international dimension—the ability of terrorists to slip across national frontiers, the support given to certain terrorist groups by a few countries dedicated to revolutionary change, and logistical ties that exist between terrorist groups of widely divergent ideologies and objectives. The 1985 hijacking by Palestinians of the Italian cruise ship Achille Lauro off Egypt, and the murder of a U.S. passenger, dramatized the international ramifications of terrorism.

Whereas prevention of domestic terrorism is in general the province of local law enforcement agencies or security forces, at the international level effective counter-terrorist action runs into obstacles raised by traditional concepts of national sovereignty. In theory perpetrators of crimes in one country can, if apprehended in another country, be extradited for trial, and there is hardly a terrorist crime imaginable that is not well covered by criminal statutes. In practice, law enforcement officials tend to give foreign fugitives from justice a low priority. Moreover, a well-established exception for political offenses may protect from extradition all but the perpetrators of the most egregious crimes. Hence, terrorist organizations strive for political status, while governments seek to treat terrorists as common criminals.

In recent years international efforts to counter terrorism have led to the Tokyo and Montreal Conventions (1963 and 1971) on hijacking and sabotage of civilian aircraft; the Hague Convention of 1979 on hostage-taking; and the 1973 convention on crimes against diplomats. These conventions establish categories of international crimes that are punishable by any state regardless of the nationality of criminal or victim or locality of the offense. In addition, the United States and other nations have enacted laws to prohibit export of munitions without a license or participation of citizens in foreign conflicts. In 1986, President Ronald Reagan accused Libya of carrying out terrorist attacks against U.S. citizens and property. Following one such attack, in which an American soldier was killed, Reagan ordered U.S. military forces to attack "terrorist-related" targets in Libya. U.S. Air Force and Navy planes bombed a number of sites in and around the Libyan cities of Tripoli and Benghazi. Soon afterward, seven Western industrial democracies pledged themselves to take joint action against terrorism. These nations are the United States, Germany, Great Britain, Italy, Canada, France, and Japan. They promised to deny terrorist suspects entry into their countries, to bring about close cooperation between the police and security forces in their countries, to place strict restrictions on diplomatic missions suspected of being involved in terrorism, and to cooperate in a number of other ways. These steps represented a concerted effort by the Western nations to combat terrorism as an instrument of government policy."

In democracies, the need to protect civil liberties, the difficulty of proving conspiracy, and the devastating nature of terrorist outrages have shifted the emphasis from deterrence to prevention. Today, by general consensus the most effective means of frustrating terrorist activity is through detailed intelligence obtained by penetration of terrorist network. [10,p10]
GUIDE

WORD STUDY

I. Which definitions below correspond to the following words:

a. ramification b. hostage taking c. outrage d. a democracy e. to hijack
f. law enforcement agencies g. to kidnap

1. to use violence or threats to take control of a vehicle, especially a plane, in order to force it
to travel to a
different place or to demand sth from a government
2. to take sb away illegally and keep them as a prisoner, especially in order to get money or sth
else for
returning them.
3. one of the large number of complicated and unexpected results that follow an action or a
decision
4. a person who is captured and held prisoner by a person or group, and who may be injured or
killed if people
do not do what the person or group is asking
5. a department that makes sure people obey a particular law or a rule
6. country which has the system of government in which all people can vote to elect their
representatives
7. an act or event that is violent, cruel or very wrong and that shocks people or makes them
very angry

II. Find synonyms in the article to the following words:

1. cruelty
2. to commit a crime
3. different
4. search for
5. to fight

III. Fill in the necessary prepositions:

1. The Jacobins inspired terror .......... the citizens .......... wielding state power.
2. One important characteristic .... modern terrorism is its quest ..... spectacular horror
effects ..... ..... to attract media coverage.
3. Hence, terrorist organizations strive ..... political status, while governments seek to
treat terrorists as common criminals.
4. They promised to deny terrorist suspects entry ..... their countries, to bring ..... close
cooperation ..........the police and security forces in their countries, to place strict
restrictions ..... diplomatic missions suspected ..... being involved ..... terrorism, and
to cooperate ..... a number of other ways.
5. The choice of New York City's World Trade Center ..... the site of a terrorist bomb ..... 1993
was presumed to have been made ..... similar reasons.

IV. Match the words on the left with their definitions in the right column:

1. clandestine a. resistance
2. insurgency b. ties
3. underground c. warfare
4. to publicize d. movements
5. logistical e. ideologies
6. divergent f. a cause

V. Translate from Russian into English using the words from the article:

1. Террористы используют любые средства для достижения своих политических целей.
2. Вопросы, связанные с терроризмом внутри страны, решаются правоохранительными органами и службами безопасности.
3. Они преднамеренно убивают гражданское население, чтобы запугать правительство, что является характерной чертой современного терроризма.
4. Чтобы расстроить планы террористов, правительства многих стран разрабатывают международные мероприятия для борьбы с этим неискоренимым злом.
5. Жестокие террористические акты такие как, захват школ с детьми и учителями в качестве заложников, вторжение в больницы, культурные центры, совершаются для того, чтобы открыто заявить о своих мотивах и привлечь внимание средств массовой информации.

VI. Give the list of the words that are related with terrorism.

VII. Fill in the chart with derivatives to the words:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishable</td>
<td>Suspicion</td>
<td>To deter</td>
</tr>
<tr>
<td>Public</td>
<td>Drama</td>
<td>To apprehend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To convene</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To extradite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outrage</td>
</tr>
</tbody>
</table>

VIII. Give at least 15 word combinations that go with the word terrorism or terrorist. For example: terrorist activity, modern terrorism……

COMPREHENSION

I. Explain the following:

1. conduct a ‘reign of terror’
2. let loose upon public
3. logistical ties
4. to dramatize the international ramifications of terrorism
5. the province of local law enforcement agencies
6. law enforcement officials tend to give foreign fugitives from justice a low priority.
II. Answer the following questions.

1. What are the four aspects of the notion of terrorism?
2. Can underground resistance movement during World War II be referred to terrorism? Why?
3. What are the main characteristics of the modern terrorism?
4. Whose province is the domestic terrorism?
5. What is done to combat international terrorism?
6. Why do you think prevention of terrorism outages is more important than deterrence?

FOLLOW-UP
Recollect terrorist acts which have been performed in different parts of the world for the last 2-3 years. It may be Spain, Turkey, England, Russia, India. etc.
THE ROOTS OF THE CONFLICTS IN THE MIDDLE EAST
AND IN NORTHERN IRELAND

THE MIDDLE EAST CRISIS

PRE-READING TASK

1. How long has the conflict lasted in the Middle East?
2. What are the causes of it?
3. Do you think they can be worked out if the international community interferes in them?

On 11th March 1978 two commando boats containing eleven Palestinian terrorists landed on the Israeli coast, midway between Tel Aviv and Haifa. Armed with grenades, explosives, and anti-tank missiles, they captured a bus full of weekend trippers, and drove fifty kilometres along the highway, shooting at passing cars. A police blockade stopped them, and in the shoot-out which followed they blew up the bus. Thirty-nine people were killed in the raid, many of them young children.

In swift retaliation, Israeli planes swooped on Palestinian bases in southern Lebanon. Many civilians as well as active terrorists were killed by the Israeli bombs. The Israeli Prime Minister, Menachim Begin, called the Palestine terrorists 'a gang of murderers' and 'the darkest force of reaction in the contemporary world'. These incidents are part of the long campaign waged by the Palestinians against Israel. The roots of this campaign lie in the events following the Second World War. The creation of Israel in 1948 provided a permanent homeland for the Jews, six million of whom had been murdered by the Nazis during the war. But the founding of the new state in ancient Palestine involved the expulsion of three-quarters of a million Palestinians from their homeland. The Palestinians became refugees in nearby countries - Syria, Jordan, Lebanon. The Jewish people had found their homeland, but the Palestinians had lost theirs. This is the heart of the 'middle east problem'.

In the poverty of their refugee camps, Palestinian children learned of the fate of their people. Many grew up determined to fight to regain the lost territory. At first they relied on the Arab states, who were also hostile to Israel. But in 1967, Israel won a war against the Arabs in only six days. Israel occupied new territory in Gaza and the west bank of the River Jordan, bringing a further half million Palestinians under foreign rule. In this climate, Palestine militants intensified their terrorist campaign against Israel.

The terrorists are divided into several factions. Most belong to the Palestine Liberation Organization (P.L.O.), an 'umbrella' grouping with many agencies under its control. It wants to create an independent Palestine state on present Israeli territory. Within the P.L.O., the main terrorist arm is Al Fatah. Members of Al Fatah – the 'Black September' group athletes at the Olympic Games in Munich in 1972. Al Fatah is the largest Palestinian terrorist group, but there are many others. The P.F.L.P., formed in 1967, is an extreme left-wing group which has been involved in some of the bloodiest operations of the war. They have taken the struggle beyond the middle east, co-operating with terrorists from Germany, Japan, and Turkey. Many foreign terrorists have trained in Palestinian camps in Jordan and Lebanon.

Violence and the middle east seem inseparable. A bloody war between Christians and Muslims in Lebanon in 1975-6 cost 60,000 lives. The treaty signed between Israel, Egypt and the U.S.A. in 1979 hopes to bring peace to the whole region, but the Palestinians reject this treaty and brand Sadat, the Egyptian leader, as a 'traitor'. The Israelis refuse to negotiate with, or even recognize, the Palestinian organizations. In an atmosphere of mutual hatred and mistrust, the prospects for an end to the conflict seem bleak. [10,p43-46]
NORTHERN IRELAND: THE I.R.A.

For over ten years a bloody conflict has dominated life in Northern Ireland. In this small country of one and a half million people, 2,000 have been killed and thousands more injured. Terrorist groups from the Protestant and Catholic communities are fighting each other and the British Army. The victims include children and ordinary civilians as well as soldiers and policemen. Political violence has become a constant threat to life and property in Northern Ireland.

Such violence has ancient roots. In the Elizabethan age, Irish clans resisted the expansion of English colonizers beyond the 'pale' - the area around Dublin. In the late eighteenth century rival secret societies - Catholic 'Whiteboys' and Protestant 'Defenders' - fought over land and religious issues. Irish guerrilla forces were active in the 'war of independence' against British rule from 1919 to 1921. This war won freedom for the twenty-six southern Counties of Ireland. But the six counties of Northern Ireland - or 'Ulster' - remained within the U.K. The majority of the population there were Protestants. The remaining half million people were Catholics, and resented their inferior position in the new state.

The I.R.A. began as a movement, to win independence for the whole of Ireland in 1916. Their campaigns in the 1930s and 1950s to bring Ulster into union with the rest of Ireland failed because of lack of support from the Catholics. In the 1970s, however, they united their campaign, a 'civil rights' movement among the Catholics in Northern Ireland in the late 1960s, as an attempt to achieve equality with their Protestant neighbours. Many Protestants reacted violently to its programme of marches and demonstrations. Street-battles escalated into open warfare between sectarian mobs, with the Ulster police - the Royal Ulster Constabulary (R.U.C.) and the 'B-Specials' - backing the Protestants in an unequal struggle. In August 1969, after nearly a year of violence, the British Army was called in as a peace-keeping force.

The I.R.A. split into two factions in 1970. The 'Official' I.R.A. favoured political as well as military action, and had a Marxist outlook. The newer 'Provisional' I.R.A. was the larger group, more militaristic in its ideology, and was determined to fight, both the Protestants and British forces. The 'Proves' waged a major campaign in the early 1970s, killing prison officers and policemen, civilians and soldiers.

In one incident in July 1972 nine bombs planted in Belfast's city centre killed eleven people and injured many others. Both I.R.A factions have carried the war to England. There was widespread condemnation of the I.R.A. bomb attacks on 27th August 1979 in which Earl Mountbatten lost his life, and seventeen soldiers were killed on the border.

An extreme breakaway group of sixty terrorists called the Irish National Liberation Army (I.N.L.A.), formed in 1974, has also been active in England. In April 1979 they killed Airey Neave, Conservative spokesman on Ulster, with a car bomb planted in the House of Commons' car park. In the same year the I.N.L.A. was declared an illegal organization by the British Government.

Protestant terrorists have also caused many deaths - the Ulster Volunteer Force and the Ulster Freed Fighters have murdered over 200 Catholics since 1972. The I.R.A. suffered great losses in 1976 and 1977, but in the following year they began to organize their forces into smaller and more effective units. With safe havens in the Irish Republic supplies of weapons and money from sympathisers Irish terrorists have the resources to prolong their struggles. [10,p48-52]
GUIDE

WORD STUDY

I. Match the words on the left with their definitions in the right column:

1. The expulsion a. peace
2. To regain b. the lost territories
3. To intensify c. hatred
4. To bring d. groupings
5. Mutual e. campaign
6. Umbrella f. world
7. To wage g. a bomb
8. Contemporary h. mob
9. To plant i. of Palestinians
10. Sectarian j. terrorist campaign

II. Give antonyms to the following words using negative prefixes:

1. to trust
d. to distrust
2. separate
d. unite
3. dependent
d. independent
4. active
d. inactive
5. reliable
d. unreliable
6. recognizable
d. unrecognizable

III. Fill in the necessary prepositions:

1. In swift retaliation, Israeli planes swooped ..... Palestinian bases ....... southern Lebanon.
2. They have taken the struggle ............. the middle east, co-operating ..... terrorists ............. Germany, Japan, and Turkey.
3. At first they relied ..... the Arab states, who were also hostile .... Israel.
4. Their campaigns in the 1930s and 1950s to bring Ulster ..... union ..... the rest of Ireland failed ..... lack of support ..... the Catholics.
5. A 'civil rights' movement ..... the Catholics in Northern Ireland ..... the late 1960s, as an attempt to achieve equality ..... their Protestant neighbours.

IV. Fill in the chart with derivatives to the given words:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Murder</td>
<td>To retaliate</td>
</tr>
<tr>
<td></td>
<td>Expulsion</td>
<td></td>
</tr>
<tr>
<td>Civil</td>
<td></td>
<td>To militarize</td>
</tr>
<tr>
<td>Poor</td>
<td>traitor</td>
<td>To condemn</td>
</tr>
<tr>
<td>Rival</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Find the words in the articles that are close in meaning to the following words:

1. modern
2. to seize
3. to kill
4. shelter
5. to continue
6. to support
7. revenge
8. crowd
9. hopeless
10. to raid
11. opposed to
12. to heighten

VI. The following words are quite formal, try to find more informal ones that correspond to them:

1. to reject
2. to explode
3. to capture
4. to swoop
5. to create
6. to regain
7. to become
8. to escalate
9. to intensify

VII. Differentiate the following synonyms:

a. to prolong, to expand, to extend, to stretch, to enlarge
b. civil, civic, civilian
c. rival, competitive
d. retaliation, revenge, vengeance
e. to renew, to resume, to revive

VIII Translate from Russian into English using your active vocabulary:

1. Бомба, заложенная в здании посольства, была обезврежена в течение часа, а эвакуированные служащие вернулись к работе.
2. Исламские террористы не хотели брать на себя ответственность за теракт в США в надежде избежать возмездия со стороны американцев.
3. В ответ на изгнание со своих исконных земель Палестинцы начали кампанию по уничтожению мирного Израильского населения с целью возврата своих потерянных территорий.
4. Враждебная политика по отношению к Израилю не привела в конечном итоге к мирному урегулированию политического конфликта, а способствовала разжиганию ненависти между двумя народами.
5. Международная общественность порицает действия как Израильских военных, так и Палестинских террористов.
6. В ходе конфликта между Северной Ирландией и Великобританией уличные столкновения постепенно переросли в открытые военные действия между отдельными фанатически настроенными группировками.
7. Война на Севере Ирландии будет продолжаться до тех пор, пока террористы будут получать материальную помощь в виде оружия и деньги от сторонников террористов.

IX. Find the definitions of these organizations in a monolingual dictionary.

I.R.A. ULSTER VOLUNTEER FORCE ULSTER FREED FIGHTERS
IRISH NATIONAL LEBERATION ARMY (I.N.L.A)
ROYAL ULSTER CONSTABULARY
WHITEBOYS CATHOLIC DEFENDERS

X. Match the words on the left with their definitions on the right.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A traitor</td>
<td>A. using, or willing to use, force or strong pressure to achieve your aims, especially to achieve social or political change:</td>
</tr>
<tr>
<td>2. Militant</td>
<td>B. a person who gives away secrets about their friends, their country, etc:</td>
</tr>
<tr>
<td>3. Hostile</td>
<td>C. to describe sb as being sth bad or unpleasant, especially unfairly</td>
</tr>
<tr>
<td>4. To brand</td>
<td>D. very unfriendly or aggressive and ready to argue or fight</td>
</tr>
<tr>
<td>5. To regain</td>
<td>E. a person who is not a member of the armed forces or the police</td>
</tr>
<tr>
<td>6. A civilian</td>
<td>F. to get back sth you no longer have, especially an ability or a quality</td>
</tr>
<tr>
<td>7. Clan</td>
<td>G. a member of a small group of soldiers who are not part of an official army and who fight against official soldiers, usually to try to change the government</td>
</tr>
<tr>
<td>8. guerilla</td>
<td>H. not encouraging or giving any reason to have hope: (of a situation)</td>
</tr>
<tr>
<td>9. Bleak</td>
<td>I. a group of families who are related to each other, especially in Scotland</td>
</tr>
</tbody>
</table>

COMPREHENSION

I. Explain the following expressions taken from the articles:

1. Resist the expansion of English colonizers beyond ‘the pale’.
2. Catholic ‘White boys’.
3. To resent the inferior position
5. To escalate into open warfare
6. Umbrella grouping
7. An extreme breakaway group
8. safe havens
9. weekend trippers
10. swift retaliation

II. Find the answers to the following questions in both articles.

1. Under what circumstances was Israel created?
2. What was the reaction of the Palestinian people to the formation of this state on their territory? Can you understand these people?
3. What kind of terrorist groups exist on the Palestinian land?
4. Are there any prospects for solving this conflict? Try to give your arguments.
5. What are the roots of the conflict in Northern Ireland?
6. Do these two conflicts have anything in common? How are they different?
7. What did the ‘War of Independence’ give to the Irish people?
8. What were the goals of the I.R.A. at the very beginning of its formation?
9. Why did they fail to bring Ulster into Union?
10. Why are their actions condemned by the whole world and the majority of the Irish people?

FOLLOW-UP

Discuss in groups of 3 or 4 the situation in the Middle East and Northern Ireland.

Include the following points:
   a) they are both fighting for the lost territories
   b) they want a better life for their people
   c) they use all methods to achieve their goals
   d) they are considered to be patriots by some groups of the population
   e) today’s terrorists can be tomorrow’s heroes, can’t they? Give examples if you know.
BOMBING ‘DUPES’ BELIEVED THEY’D SURVIVE BLASTS

PRE READING TASK

1. Why do you think even young people become suicide bombers in the Muslim world?
2. What are their motives?
3. Do you think the roots of this evil are deep in their religion or a group of fanatics use religion for their purposes?

Police say the four had return tickets and did not have bombs strapped on as suicide bombers do. Last night, senior police officers said they were examining claims that the four London bombers had been duped into killing themselves, along with 54 fellow Tube and bus passengers. "We do not have hard evidence that the men were suicide bombers," a Scotland Yard spokesman said. "It is possible that they did not intend to die."

One hypothesis is that the bombers' al-Qaeda "controller" had told them that timers would give them a chance to escape, but that the devices were always primed to go off immediately. An official said: "The bombers' masters might have thought they couldn't risk the men being caught and spilling everything to British interrogators."

They point out that the bombers bought pay-and-display car park tickets and return rail fares, before boarding a train at Luton for King's Cross. None of the men was heard to shout "Allah Akhbar" ("God is great"), which is normally screamed by suicide bombers as they detonate their bombs.

The devices were carried in rucksacks — not strapped to their bodies as is usually the case — so the bombers may have believed that they would be able to put the bombs down and get clear. The attacks in Madrid last year were carried out by bombers who got away. The London bombers also carried driving licences, bank cards and other personal ID.

Police at first thought that this was because they wanted to be acknowledged by sympathisers as "martyrs", but now they are not sure. Suicide bombers usually carry nothing that might identify them.

Last night, the Irish wife of Germaine Jamal Lindsay, 19, the Jamaican-born Muslim convert who killed 26 people at King's Cross, insisted that he was not a suicide bomber. Samantha Lewthwaite, 22, with their second child, said: "Lindsay would never have killed himself and left me alone to bring up our children."

The belief that the bombers were suicides was based on the facts that they all died in the explosions, carried ID, and that one of them — the bus bomber Hasib Hussain — was decapitated, a common fate of suicide bombers. Investigators pointed out that they had found no evidence of timers, suggesting that the bombs were deliberately detonated by the terrorists.

"It is possible that they were duped into believing there would be a delay, but what we know is that they carried bombs onto Tubes and a bus and set them off, killing themselves and innocent people," one senior officer said. The return fares and car park tickets could have been part of their "cover of normality", he added.

It also emerged that captured al-Qaeda operatives had given at least two specific warnings that attacks were planned on London's transport system, and that Lindsay — who was said to have been dropped from a security service "watch list" — and Mohammad Sidique Khan, the Edgware Road bomber, were linked to a gang accused of a foiled terror plot in Britain.

Investigators achieved an important breakthrough within days, by piecing together apparently unconnected pieces of the complicated jigsaw. One crucial discovery came as police officers studied CCTV footage from King's Cross at a video suite in central London. An officer trained in picking out suspicious characters in a crowd suddenly leapt from his seat. "Stop there," he told the colleague. 'Rewind a bit, stop!'
On the screen hundreds of people milling around King's Cross station came to a halt, walked backwards a few paces and froze. There were smartly dressed commuters, travellers struggling with heavy suitcases, tourists in shorts, girls in mini-skirts. And, just off centre, four young Asian-looking men in casual clothes and with rucksacks on their backs. "Those four there," said the officer.

"Zoom in." One anti-terrorist investigator said the four men "looked like they were going on holiday". But the sharp-eyed officer had spotted something in their movements, their gestures, their demeanour. After trawling through hours of film he had found the first pictures of the bombers. The images were recorded just before 8.30am, 20 minutes before the attacks.

The CCTV footage tied in with other clues that led police to the bombers' homes in West Yorkshire and Aylesbury, Buckinghamshire, with impressive speed. Papers carrying three of the bombers' names and addresses were found during painstaking searches at the bomb sites, and the mother of one of the bombers, 19-year-old Hasib Hussain from Leeds, reported him missing soon after the explosions. "We had three Muslim gays from Yorkshire who were together at King's Cross and then killed in separate bomb explosions," an anti-terrorist officer said. "There was no way that could be just a coincidence."

The bombers' movements were becoming clearer: Hussain, Shehzad Tanweer, 22, both from Leeds, and Khan, 30, from Dewsbury, a married father of a one-year-old, had driven down from Yorkshire, with the bombs, and had joined Lindsay at Luton. From there they had taken a train to King's Cross, before going their separate ways to kill and maim during London's morning rush-hour.

Police are still trying to find out what Hussain did between leaving King's Cross at 8.30 and blowing up the No 30 bus in Tavistock Square. One theory is that he intended to go north on the Northern Line to complete a "burning cross" of explosions to the north, south, east and west of King's Cross, but was foiled because a defective train had closed the line.

Sir Ian Blair, the Metropolitan Police Commissioner, warned of more bombs. [8]

David Harrison the Sunday Independent

GUIDE

WORD STUDY

I. Match the words on the left with their definitions on the right:

1. Commuter a. to cut off sb’s head
2. To convert b. a person who supports or approves of sb/sth, especially a political cause or party:
3. To decapitate c. to change or make sth change from one form, purpose, system, etc. to another
4. Martyr d. to asking sb a lot of questions over a long period of time, especially in an aggressive way
5. Interrogator e. a person who travels into a city to work each day, usually from quite far away
6. Operative f. a person who does secret work, especially for a government organization
7. Sympathizer g. a person who suffers very much or is killed because of their religious or political beliefs
II. Give synonyms to the following words:

1. Behaviour
2. Incapacitate
3. To run away
4. To cheat
5. To question
6. To behead
7. Observant
8. Thorough

III. Join the words to make word combinations:

1. To survive a. list
2. To denominate b. blast
3. To match c. footage
4. Foiled terrorist d. officer
5. CCTV e. search
6. Sharp-eyed f. bombs
7. Painstaking g. plot

IV. Give antonyms to the words below:

1. To deactivate a bomb
2. To foil a plan
3. To keep a secret
4. To disappear
5. To reject
6. To free a criminal

V. Recollect the situation where these word combinations were used:

1. to spill everything
2. to dupe into killing
3. to survive a blast
4. to be acknowledged
5. to set off a device
6. foiled terror plot
7. to pick out suspicious characters
8. painstaking searches

VI. Fill in the phrasal verbs in the gaps:
a. To zoom in b. to set off c. to go off d. to point out e. to mill around f. to pick out

g. to drop from h. to carry out i. to tie in with

1. The suicide bomber’s plan was foiled as the device didn’t ..... ..... .
2. As soon as the Spanish terrorist ..... the bomb, he got away.
3. While investigating the footage in detail, the specialists had to ..... the photographs to see the faces of the suspects and their demeanour much better.
4. Before planting the bomb, the young terrorist had been ..... the shopping center for half an hour.
5. It was not very easy for anti-terrorist investigators to ..... The clues that they had ..... the facts that were given by Al-Qaeda operatives.
6. It took them long to ..... the suspicious characters among hundreds of people on the video.
7. The police don’t know how it happened that two most dangerous terrorists .......
	........ their ‘watch list’.

55
8. Islamic terrorist suicide bombers ....... ....... their egregious crimes believing deeply that God will give them better life after death.
9. Newspapers ....... ....... that all the bombers had ID and other documents because they hoped to survive.

COMPREHENSION

I. Explain what the following phrases mean:

had been duped into killing
cover of normality
drop from a security service ‘watch list’
bomber’s al-Qaeda controller
foiled terror plot
study CCTV footage
complete a ‘burning cross’ of explosions
pay-and-display car park ticket
spill everything
to prime a device
after trawling through hours of film
sharp-eyed officer

II. Answer the questions:

1. How did al-Qaeda controllers plan the whole operation in London underground?
2. How did the police explain the fact that the suicide bombers had ID and other documents on them?
3. What facts prove that bombers were sure they’d survive blasts?
4. What helped prevent terrorist acts on London transport system?
5. Due to what did anti-terrorist investigators achieve a fast breakthrough?
6. Describe the bombers’ route and their cruel and violent acts.

FOLLOW-UP

Recollect the events that took place in Moscow at the Nord-OST center.
WHAT IS “ISLAMIC STATE”?

The jihadist group Islamic State (IS) burst on to the international scene in 2014 when it seized large territory in Syria and Iraq. It has become known for its brutality, including mass killings, abductions and beheadings. The group has attracted support elsewhere in the Muslim world - and a US-led coalition has vowed to destroy it.

What does IS want?

In June 2014, the group formally declared the establishment of a "caliphate" - a state governed in accordance with Islamic law, or Sharia, by God's deputy on Earth, or caliph. It has demanded that Muslims across the world swear allegiance to its leader - Abu Bakr al-Baghdadi - and migrate to territory under its control. IS has also told other jihadist groups worldwide that they must accept its supreme authority. IS seeks to eradicate obstacles to restoring God's rule on Earth and to defend the Muslim community, or umma, against infidels and apostates.

What are its origins?

IS can trace its roots back to the late Abu Musab al-Zarqawi, a Jordanian. In 2004, a year after the US-led invasion of Iraq, Zarqawi pledged allegiance to Osama Bin Laden and formed al-Qaeda in Iraq (AQI), which became a major force in the insurgency. After Zarqawi's death in 2006, AQI created an umbrella organisation, Islamic State in Iraq (ISI). Baghdadi, a former US detainee, became leader in 2010 and began rebuilding ISI's capabilities. It had also joined the rebellion against President Bashar al-Assad in Syria, setting up the al-Nusra Front. In April 2013, Baghdadi announced the merger of his forces in Iraq and Syria and the creation of "Islamic State in Iraq and the Levant" (ISIS). In June 2014, ISIS overran the northern city of Mosul, and then advanced southwards towards Baghdad, massacring its adversaries and threatening to eradicate the country's many ethnic and religious minorities. At the end of the month ISIS declared the creation of a caliphate and changed its name to "Islamic State".

How much territory does IS control?

In September 2014, IS controlled much of the Tigris-Euphrates river basin - an area similar in size to the United Kingdom, or about 210,000 sq km. A year later IS frontlines in northern and central Iraq and northern Syria had been pushed back significantly by US-led coalition air strikes and ground operations. In reality, IS militants exercise complete control over only a small part of that territory, which includes cities and towns, main roads, oil fields and military facilities. They enjoy freedom of movement in the largely uninhabited areas outside "control zones", but they would struggle to defend them. Similarly, it is not entirely clear how many people are living under full or partial IS control across Syria and Iraq. In March 2015, the president of the International Committee of the Red Cross put the figure at more than 10 million.

How many fighters does it have?

In February 2015, US Director for National Intelligence said IS could muster "somewhere in the range between 20,000 and 32,000 fighters" in Iraq and Syria. In June 2015, US Deputy Secretary of State said more than 10,000 IS fighters had been killed.
A significant number of IS fighters are neither Iraqi nor Syrian as the group had attracted more than 28,000 foreign fighters. They included at least 5,000 Westerners, while the majority are from nearby Arab countries, such as Tunisia, Saudi Arabia and Jordan and Morocco.

What about its targets outside Iraq and Syria?

In late 2015, IS began to lay claim to attacks outside its territory. It downed a Russian passenger plane in the Sinai peninsula, killing all 228 on board. IS also claimed twin blasts in the Lebanese capital Beirut which killed at least 41 people. Militants from the Lebanese movement Hezbollah have been fighting in neighbouring Syria on the side of IS' enemy, Syrian President Bashar al-Assad. At least 128 people were killed in a wave of attacks around Paris. IS said it was behind the violence.

What weapons does IS have?

IS fighters have access to, and are capable of using, a wide variety of small arms and heavy weapons, including truck-mounted machine-guns, rocket launchers, anti-aircraft guns and portable surface-to-air missile systems. Some have been packed with explosives and used to devastating effect in suicide bomb attacks. The group is believed to have a flexible supply chain that ensures a constant supply of ammunition and small arms for its fighters.

Where does IS get its money from?

The militant group is believed to be the world's wealthiest. It initially relied on wealthy private donors and Islamic charities in the Middle East keen to oust Syria's President Assad. Although such funding is still being used, the group is now largely self-funding. The US Treasury estimates that in 2014 IS may have earned as much as several million dollars per week, or $100m in total, from the sale of crude oil and refined products to local middlemen, who in turn smuggled them in Turkey and Iran, or sold them to the Syrian government. Kidnapping also generated at least $20m in ransom payments in 2014, while IS raises several million dollars per month through extorting the millions of people living in areas under its full or partial control. Religious minorities are forced to pay a special tax. IS profits from raiding banks, selling antiquities, and stealing or controlling sales of livestock and crops. Abducted girls and women have meanwhile been sold as sex slaves.

Why are their tactics so brutal?

IS members are jihadists who adhere to an extreme interpretation of Sunni Islam and consider themselves the only true believers. They hold that the rest of the world is made up of unbelievers who seek to destroy Islam, justifying attacks against other Muslims and non-Muslims alike. Beheadings, crucifixions and mass shootings have been used to terrorise their enemies. IS members have justified such atrocities by citing the Koran and Hadith, but Muslims have denounced them.

Is Islamic State invincible?

"They think they're winners regardless of whether they kill you or they get killed. "If they kill you, they win a battle. If they get killed, they go to heaven. With people like this, it's very
difficult to deter them from coming at you. So really the only way to defeat them is to eliminate them."

Probably for the first time in military history since the Japanese kamikaze squadrons of World War Two, suicide bombers are used by IS not only for occasional terrorist spectaculars, but as a standard and common battlefield tactic.

Virtually all IS attacks begin with one or several suicide bombers driving explosives-rigged cars or trucks at the target. These "martyrdom-seekers" have been called the organisation's "air force", since they serve a similar purpose.

IS as a fighting force is much more than a bunch of wild-eyed fanatics eager to blow themselves up. For that, they have Saddam Hussein to thank. "The core of IS are former Saddam-era army and intelligence officers," said an international intelligence official. "They are very good at moving their people around, resupply and so on. They know their business."

"They are very professional". "They use artillery, armoured vehicles, heavy machinery etc, and they are using it very well. They have officers who know conventional war and how to plan, how to attack, how to defend. They really are operating on the level of a very organised force. Otherwise they'd be no more than a terrorist organisation."

But that does not mean its fighters are invincible on the battlefield. The Kurds in north-east Syria were fighting IS off with no outside help for a year before anybody noticed.

**Life under 'Islamic State'**

Inside areas where IS has implemented its strict interpretation of Sharia, women are forced to wear full veils, public beheadings are common and non-Muslims are forced to choose between paying a special tax, converting or death.

They changed the preachers in the mosques to people with their own views.

Men have to grow beards and wear short-legged trousers. Cigarettes, hubble-bubble, music and cafes were banned, then satellite TV and mobile phones. Morals police [hisba] vehicles would cruise round, looking for offenders.

They have courts with judges, officials, records and files, and there are fixed penalties for each crime, it's not random. Adulterers are stoned to death. Thieves have their hands cut off. Gays are executed by being thrown off high buildings. Informers are shot dead. Shia militia prisoners are beheaded.

There are IS departments that carry the organisation's grip into every corner of life, including finance, agriculture, education, transport, health, welfare and utilities.

School curricula were overhauled in line with IS precepts, with history rewritten, all images being removed from schoolbooks and English taken off the menu.
Governments have a responsibility to protect their citizens from violent attacks. They respond to the terrorist challenge in a number of ways. Many states have passed laws allowing police to detain suspected terrorists without trial. They have also set up special anti-terrorist commando squads, heightened security at public gatherings, and increased protection of prominent individuals.

Many terrorists have been tried and convicted. Long prison sentences - at least 15-20 years, sometimes life - have been passed on terrorists in Holland, Canada, Spain, West Germany, Britain, and Italy. In June 1978, the Japanese government introduced new measures, including the death penalty, for terrorist offences. The Israeli cabinet also voted in April 1979 in favour of executions of those convicted of 'inhuman terrorist crimes'.

Another way of dealing with terrorism is for the state to go over to the attack. In Nicaragua, President Somoza ordered the bombing of towns held by Sandinistas opposed to his regime, killing thousands of ordinary citizens as well as guerrillas. Rhodesian planes have raided guerrilla camps in Zambia and Mozambique, with heavy loss of life. Israeli air strikes against P.L.O. camps in Lebanon have caused many deaths. In the five months following the Black September raid during the Munich Olympics in 1972, Israel made 33 attacks on Palestinian camps in Syria and Lebanon, killing 1,000 people.

Terrorists often operate across national boundaries, but it is difficult for governments to do the same thing. An international court to try terrorists was first suggested after the assassination of King Alexander of Yugoslavia in 1934, but both the inter-war League of Nations and the United Nations have been unable or unwilling to take decisive action in this area. This has left states with the choice of breaking international law by acting alone. The Entebbe operation in the summer of 1976, when Israeli commandos freed hijack victims held by German and Palestinian terrorists in Uganda, took place without the consent of the Ugandan government.

Hijacking agreements, like the one made in 1973 between the U.S.A. and Cuba, have been successful. But uneasy or hostile relations between states hinder the fight against terrorism. Despite a treaty signed in 1975, West Germany and Yugoslavia have wrangled over the expulsion of refugee terrorists. In return for the murderers of Schleyer and Ponto, captured in Zagreb, Yugoslavia demanded that Croa terrorists living in Germany be returned including their leader, Stjepan Bilandzic. Both sides are concerned to defeat 'their own' terrorists, showing little concern for the problems of other states.

The Prime Minister of Turkey, Bulent Ecevit, has said that 'the improvement of social and economic conditions is essential before we can adequately deal with terrorism'. Similarly, the Dutch government in a report on the South Moluccan people in Holland, proposed improvements in their conditions - job subsidies, more language teachers, better housing - as a way of integrating the Moluccans into Dutch life, thus reducing the bitterness which can lead to acts of terrorism.

There is little evidence to suggest that terrorism will cease to be a problem in the future. Terrorism can be traced back to specific causes - national divisions, frustrated minority groups, racial and social tensions - and it seems likely that, far from decreasing, these tensions may well increase in the future.

Terrorism will continue to plague the world so long as it is an effective means of drawing public attention to a cause. The capacity to terrorize may well increase as more sophisticated weapons become available to terrorists. The provision of arms, money and shelter by pro-terrorist states will continue to be an invaluable support to terrorists. As news and pictures of terrorist attacks reach the mass of the population, the terrorist will become an increasingly powerful figure. However, the media does have an important role in ensuring that terrorism does
not become an accepted fact of life. So long as the public is repulsed by the terrorists' callous indifference to loss of life, there is likely to be public support for government measures taken to combat terrorism.

The attitude of governments to terrorist attacks will be a determining factor in the continuing survival of terrorism. There is no easy solution to the dilemma of whether to give in to terrorists' demands in return for hostages, or whether individuals should be sacrificed in the hope that terrorism will cease to be an effective means of coercing governments. What will be the attitude of future generations to terrorism? Today's terrorist can become tomorrow's hero. A leader of the Irgun Zvai Leumi, Menachim Begin, became Prime Minister of Israel. An ex-Chief of Staff of the I.R.A., Sean MacBride, was awarded the Nobel Peace Prize. Leon Trotsky wrote that 'what distinguishes a revolutionary is not so much his capacity to kill as his willingness to die.' The terrorists' readiness to die is perhaps their greatest strength. Koso Okamoto made a full confession at his trial on condition that he be given a pistol to shoot himself (the promise was later broken). Abu Yusuf, the chief of Intelligence of Al Fatah killed by an Israeli bomb, had previously said: 'We plant the seeds, and the others will reap the harvest. Most probably we'll all die ... But the youth will replace us.' The 'defiant hopelessness' of the terrorists guarantees their survival.

In the late twentieth century terrorist actions will continue to have a dramatic impact. The number of people who have suffered from terrorist attacks is small in comparison with the victims of war, and the reaction evoked by the violence of terrorist groups may be out of proportion to the scale of rations. But terrorism, like war, does not affect only the immediate victims: the terrorists' challenge to social peace and legal order is the concern of everyone.

TIME TO STOP PUSSYFOOTING AROUND MUSLIMS

A STRIKING image from a grim week for news came on Thursday. Among the coverage of people standing silently at midday to remember the London dead was a shot from Nottingham of a row of hijab-wearing girls carrying banners saying 'Not In My Name'.

It's a start that some Muslims are publicly dissociating themselves from their religion's murderous fringe, but a few gestures by small groups and hand-wringing from moderate spokesmen are no more than a small step in what will be along, long journey.

What was required was massive Muslim demonstrations throughout the country protesting about the evil committed in the name of Islam. But that is not yet the Muslim way. Indulged by myopic multi-culturalists, all too many British Muslims are still averting their eyes and ears from what is being done by the wicked in their midst, blaming the actions of their terrorists on Iraq, Israel or the Crusades and through cowardice, ignorance or prejudice, refusing to face the fact that Islam has to be rescued from its fascists by its own believers.

The man in the British streets has had it up to here over the past 10 days with well-meaning liberals bleating about the peace-loving nature of Islam.

Deputy assistant commissioner Brian Paddick won first prize with his bizarre statement that "Islam and terrorism don't go together". What's next, Brian? Irish republicanism and criminality are unrelated. Or, loyalism and drug-dealing are foreign concepts.

It's time for the truth. Yes, most religions have some dangerous fundamentalist adherents, but Islam has them in enormous numbers. Islamists make brutal rulers. Ask Nigerian Christians who are fleeing the states where Islamic law has been imposed, or Saudi Arabian women forbidden such basic freedoms as driving a car or voting, or the mother of Theo Van Gogh, who the other day listened in an Amsterdam court to her son's murderer explaining to her that he couldn't feel for her because she was "a non-believer".

No other serious world religion has a substantial membership that considers all those outside
their sect as infidels worthy of death.

Our own republican fundamentalists can no longer successfully terrorise those outside their own community because nationalists have finally wised up. There is no longer what the world's biggest mass murderer, Mao Tse-tung, famously spoke of as the "sea in which guerrillas fighters must swim like fish". All that's left is a dirty little puddle — although we still need to keep a wary eye on those trying to turn on the tap.

Islamic terrorists, however, have an ocean. What should the British be doing to help drain it? Stop pussyfooting, for a start. It's time British Muslims were told unequivocally that they have responsibilities as well as rights.

Instead of endlessly kowtowing to minority opinion (a law against incitement to religious hatred presently going through parliament will ban us from being rude about any religion — even Satanism), immigrants should be required to learn English, accept British values and salute the flag. If they don't want to do that, what are they doing here?

Like many Irish in places such as Kilburn, there are innumerable Pakistanis in British cities (who provided three of the London bombers) who feel an intense loyalty to their old country and none to the new. Congregated in 'little Pakistans' in major British cities, they have imported imams as well as spouses from home and have kept themselves to themselves. Even though many of that generation were hard-working and law-abiding, they often lacked clear values to hand to their children.

The second and third generations went to schools where no one taught them pride in British history and culture and attended mosques where services were conducted by rural Pakistani preachers who knew nothing of Western youth.

Contentious subjects were ignored and confused young men became prey to local Islamists promising them certainty, purpose, martyrdom and a Paradise with willing virgins; visits to Islamist websites or even Pakistani madrassas completed the radicalisation.

In an alarming poll last winter, 57 per cent of Muslims disapproved of the requirement for new citizens to swear allegiance to the crown, 22 per cent saw a significant contradiction between Islamic values and being a good British citizen and 11 per cent thought it acceptable for religious or political groups to use violence for political ends.

The only good news was that 69 per cent agreed that Muslims should inform on people connected with terrorism.

Amir Khan, the 18-year-old British boxer and Olympic silver medallist, last week expressed his disgust at the bombings, told the Muslim youth to whom he is a hero that he was proud of his Britishness as well as his Pakistan heritage and urged British Asians to help the police.

The message that you owe loyalty to your country, that terrorism is unequivocally wrong and that the London bombers were criminals, not martyrs, needs to be shouted loudly by Muslims from the mosques tops. [8]

Ruth Dudley Edwards the Sunday Independent
### VOCABULARY ON TERRORISM

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>Abduct (v)</td>
<td>be acknowledged as a martyr; a generally acknowledged fact</td>
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<tr>
<td>Abduction (n)</td>
<td></td>
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<tr>
<td>Abductor (n)</td>
<td></td>
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<tr>
<td>Acknowledge (v)</td>
<td>hired ~</td>
</tr>
<tr>
<td>Assassin (n)</td>
<td>~ an important or famous person, especially for political reasons</td>
</tr>
<tr>
<td>Assassinate (v)</td>
<td>~ attempts</td>
</tr>
<tr>
<td>Assassination (n)</td>
<td>~ a plane, building, a city</td>
</tr>
<tr>
<td>Atrocity (n)</td>
<td></td>
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<tr>
<td>Besiege (v)</td>
<td></td>
</tr>
<tr>
<td>Brand (v)</td>
<td></td>
</tr>
<tr>
<td>Breakthrough (n)</td>
<td>to make / achieve a ~; a significant ~ in negotiations</td>
</tr>
<tr>
<td>Claim (v)</td>
<td>~ a major breakthrough in the fight against terrorism; ~ responsibility</td>
</tr>
<tr>
<td>Condemn (v)</td>
<td>~ the killings, violence war, terrorism</td>
</tr>
<tr>
<td>Condemnation (n)</td>
<td></td>
</tr>
<tr>
<td>Condone (v)</td>
<td></td>
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<tr>
<td>Crime (n)</td>
<td>commit a ~ , ~ against humanity, organized ~, <del>prevention, war</del> , serious/petty ~, to turn to ~, ~rate, ~ wave</td>
</tr>
<tr>
<td>Criminal (adj)</td>
<td>~ offences, ~ damage, ~negligence</td>
</tr>
<tr>
<td>Deliberate (adj)</td>
<td>~ killing, murder</td>
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<tr>
<td>Deter (v)</td>
<td></td>
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<tr>
<td>Deterrence (n)</td>
<td></td>
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<tr>
<td>Distort (v)</td>
<td>~ information, facts</td>
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<tr>
<td>Distortion (n)</td>
<td></td>
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<tr>
<td>Diverse (adj)</td>
<td>~ methods</td>
</tr>
<tr>
<td>Emerge (v)</td>
<td></td>
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<tr>
<td>Emergence (n)</td>
<td></td>
</tr>
<tr>
<td>Expulsion (n)</td>
<td>~ of native people from their lands</td>
</tr>
<tr>
<td>Extradite (v)</td>
<td>~ the suspects from the country</td>
</tr>
<tr>
<td>Extradition (n)</td>
<td>~ of terrorist suspects , an extradition treaty , to start extradition proceedings</td>
</tr>
<tr>
<td>Extremism (n)</td>
<td>political, religious ~</td>
</tr>
<tr>
<td>Extremist (n)</td>
<td>left-wing / right-wing / political / religious ~; ~ attacks / groups / policies</td>
</tr>
<tr>
<td>Eyewitness (n)</td>
<td>~ of a crime, car accident</td>
</tr>
<tr>
<td>Fugitive (n and adj)</td>
<td>a ~ from justice, a ~ criminal, a ~ idea/thought</td>
</tr>
<tr>
<td>Gain (n)</td>
<td></td>
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<tr>
<td>Grieve (v)</td>
<td>~ for/over ; ~ for the dead child, grieving relatives</td>
</tr>
<tr>
<td>Grievous(adj)</td>
<td>~ injustice</td>
</tr>
<tr>
<td>Hijack (v)</td>
<td></td>
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<tr>
<td>Hijacker (n)</td>
<td>~ a plane or any other vehicle</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>Hostage (n)</td>
<td>to take a ~, to hold a ~, to release a ~, hostage-taker, hostage-taking</td>
</tr>
<tr>
<td>Hostile (adj)</td>
<td>hostile to smb/sth: ~ conditions, ~ attitude, ~ territory, ~ reception</td>
</tr>
<tr>
<td>Hostility (n)</td>
<td>open ~, public ~</td>
</tr>
<tr>
<td>Ill-informed (adj)</td>
<td>~ public, reader</td>
</tr>
<tr>
<td>Inspiration (n)</td>
<td>~ terror, politically-inspired killings</td>
</tr>
<tr>
<td>Inspire (v)</td>
<td>~ a criminal, be interrogated by the police</td>
</tr>
<tr>
<td>Interrogate (v)</td>
<td>~ the civilian population</td>
</tr>
<tr>
<td>Interrogator (n)</td>
<td>~ of witnesses</td>
</tr>
<tr>
<td>Intimidate (v)</td>
<td>~ citizens, businessmen, demand the charge of ~, be kidnapped by terrorists</td>
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<tr>
<td>Intimidation (n)</td>
<td></td>
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<tr>
<td>Intimidator (n)</td>
<td></td>
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<tr>
<td>Kidnap (v)</td>
<td></td>
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<tr>
<td>Kidnapper (n)</td>
<td></td>
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<tr>
<td>Law enforcement officials</td>
<td></td>
</tr>
<tr>
<td>Maim (v)</td>
<td></td>
</tr>
<tr>
<td>Militant (n and adj)</td>
<td>~ groups, leaders</td>
</tr>
<tr>
<td>Offence (n)</td>
<td>~ a criminal / serious / minor / sexual, ~; a first offence, commit an ~, ~ against society/humanity/the state; take ~, cause ~</td>
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<tr>
<td>Offender(n)</td>
<td></td>
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<tr>
<td>Offensive (adj)</td>
<td></td>
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<tr>
<td>Outrage (n)</td>
<td></td>
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<tr>
<td>Perpetrate sth against sb(v)</td>
<td>~ a crime, a fraud, a massacre</td>
</tr>
<tr>
<td>Perpetrator (n)</td>
<td>~ of crimes</td>
</tr>
<tr>
<td>Punish sb for sth (v)</td>
<td>to be punished with death penalty</td>
</tr>
<tr>
<td>Punishable (adj)</td>
<td>a crime punishable by / with imprisonment</td>
</tr>
<tr>
<td>Punishment (n)</td>
<td>to inflict ~, to impose ~, mete out ~:capital ~, corporal ~, social ~</td>
</tr>
<tr>
<td>Ramification (n)</td>
<td></td>
</tr>
<tr>
<td>Ransom (n and v)</td>
<td>~ demand / note, ~ money, hold sb to ransom</td>
</tr>
<tr>
<td>Release (v)</td>
<td>~ a hostage, a prisoner</td>
</tr>
<tr>
<td>Restrain (v)</td>
<td>~ anger, tears; be restrained by the police</td>
</tr>
<tr>
<td>Retaliation (n)</td>
<td></td>
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<tr>
<td>Search (n and v)</td>
<td>~ the area for clues; ~ through bags; in search of sth a thorough ~, a search and rescue team</td>
</tr>
<tr>
<td>Seize (v)</td>
<td>~ power, ~ control of the country; ~ a chance, the initiative</td>
</tr>
<tr>
<td>Strive for (v)</td>
<td>~ for the highest standards, striving against corruption</td>
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<tr>
<td>Suicide bomber (n)</td>
<td></td>
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<td>Sympathizer (n)</td>
<td></td>
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<td>Traitor (n)</td>
<td></td>
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<tr>
<td>Traitorous (adj)</td>
<td></td>
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<tr>
<td>Vilification (n)</td>
<td></td>
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<tr>
<td>Vilify (v)</td>
<td></td>
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</tbody>
</table>
Warfare (n) air, naval, guerrilla ~, be engaged in ~, to degenerate into open ~

**PHRASES**

Blur the differentiation
Bring about a halt
Bring about close cooperation
Bring peace
Bring under control
By way of background
Carry out attacks
Carry war to other countries
Claim responsibility
Combat terrorism
Commit a murder
Concerted effort
Detonate bombs
Dismember a country, empire
Enact law
Engage in illegal and clandestine kidnapping
Escalate into open warfare
Favour political and military action
Foiled terror plot
Frustrate terrorist activity
Give low priority
Guerilla forces
Harbour criminals
Hold hostages
Intensify terrorist campaign
Make sacrifices
Overthrow the government
Place restrictions on diplomatic missions
Plant a bomb
Position anti-terrorist troops
Prime device
Prolong struggle
Regain the lost territories
Release victims, hostages
Render a bomb harmless
Renew campaign
Resist the expansion
Set deadline
Spill everything
Stall for time
Strive for political status
Take a struggle
Take hostages
Wage war
Wield state power
Wipe out the fledgling country
WAR AND WAR CONFLICTS

THE ROOTS OF WAR

PRE-READING TASK

1. Have you ever thought about people’s cruelty and ruthlessness to one another? What are the reasons for them?
2. Why are there so many hot spots on our planet? Is it in people’s blood to solve conflicts through violence and slaughter?

It can never be proved, but it is a safe assumption that the first time five thousand male human beings were ever gathered together in one place, they belonged to an army. That event probably occurred around 7000 BC — give or take a thousand years — and it is an equally safe bet that the first truly large-scale slaughter of people in human history happened very soon afterward.

The first army almost certainly carried weapons no different from those that hunters had been using on animals and on each other for thousands of years previously - spears, knives, axes, perhaps bows and arrows. Its strength didn't lie in mere numbers; what made it an army was organization and discipline. The multitude of men obeyed a single commander and killed his enemies to achieve his goals. It was the most awesome concentration of power the human world had ever seen, and nothing except another army could hope to resist it.

The battle that occurred when two such armies fought has little in common with the clashes of primitive warfare. Thousands of men were crowded together in tight formations that moved on command and marched in step. Drill, practised over many days and months until it became automatic, is what transformed these men from a mob of individual fighters into an army. (The basic forms of military drill are among the most pervasive and unchanging elements of human civilization. The Twelfth Dynasty Egyptian armies of 1900 BC stepped off "by the left", and so has every army down to the present day.)

And when the packed formations of well-drilled men collided on the forgotten battlefields of the earliest kingdoms, what happened was quite impersonal, though every man died his own death. It was not the traditional combat between individual warriors. Being a warrior and taking part in a ritual battle with a small but invigorating element of risk is one thing; the mechanistic and anonymous mass slaughter of civilized warfare is quite another, and any traditional warrior would do the sensible thing and leave instantly. Yet civilized men, from 5000 BC or from today, will stay at such scenes of horror even in the knowledge that they will probably die within the next few minutes. The invention of armies required more than just working out ways of drilling large numbers of people to act together, although that was certainly part of the formula. A formation of drilled men has a different
psychology - a controlled form of mob psychology - that tends to overpower the sense of personal identity and fears of the individuals that make it up.

We assume that people will kill if they find themselves in a situation where their own survival is threatened, and nobody needs lessons to learn how to die. What is less obvious is that practically anybody can be persuaded and manipulated in such a way that he will more or less voluntarily enter a situation wherein he must kill and perhaps die. Yet, if that were not true, battles would be impossible, and civilization would have never taken a different course (if indeed it arose at all). [15,p198-200]

GUIDE

WORD STUDY

I. Match the words with the proper definitions:

1. Multitude  a. showing no kindness or pity
2. Spear  b. the cruel killing of large numbers of people at one time, especially in a war
3. Merciless  c. a dead body, especially of a human
4. Volunteer  d. a person who does a job without being paid for it
5. Slaughter  e. a weapon with a long wooden handle and a sharp metal point used for fighting, hunting and fishing in the past
6. Corpse  f. an extremely large number of things or people

II. Give the synonyms to the following words:

1. Frightening
2. Battle
3. Crowd
4. Trained men
5. Full of
6. Fighter
7. Restricted
8. Enemy
9. Pull

III. Differentiating synonyms:

1. Slaughter, massacre, murder, homicide
2. Arise, raise, rise, evoke, get up, awake

IV. Fill in the proper prepositions:

1. Thousands of men were crowded together ……… tight formations that moved ……… command and marched …… step.
2. In the end it was pairs of individuals who thrust …… each other …… spears for a few moments before one went ………, there was nothing personal …… the exchange.
3. Our history is replete ……… such scenes.
4. The invention …… armies required more than just working ……… ways of drilling large numbers …… people to act together, although that was certainty part of the formula.
5. The Twelfth Dynasty Egyptian armies of 1900 BC stepped …… " … the left", and so has every army …… … the present day.)

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V. Join the words to make word combinations:

1. Safe  a. warfare
2. Awesome  b. scale
3. Primitive  c. concentration
4. Merciless  d. assumption
5. Unprecedented  e. element
6. Unsheathed  f. swords
7. Mechanistic  g. slaughter
8. Invigorating  h. struggle

VI. Form derivatives from the following words:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pervasion</td>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td>Collide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survive</td>
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<td></td>
</tr>
<tr>
<td>Persuasion</td>
<td>Invigorating</td>
<td></td>
</tr>
<tr>
<td>Horror</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer</td>
<td>Resist</td>
<td></td>
</tr>
</tbody>
</table>

VII. Write down the opposites of these adjectives and verbs:

1. Dangerous
2. Silly
3. Compulsory
4. Enjoyable
5. Fail
6. Win
7. Disappear
8. Obey

VIII. Substitute the given formal words by the informal ones:

1. Be defeated
2. To comprise
3. To participate
4. To march
5. To develop
6. To be replete
7. An opinion

IX. Be able to pronounce the words properly:

Awesome  Sword  Corpse  Spear  Bow  Foe  Unsheathed  Psychology

X. Name all the weapons that were used during the warfare and add the modern ones: axe, guns, etc.
 XI. Find as many adjectives as you can that describe a battle: awesome slaughter, ........
Choose the verbs that refer to the combat: kill and push each other, ...........

COMPREHENSION

I. Explain the following statements or word combinations:

1. Give or take a thousand years
2. It’s a safe assumption
3. It’s an equally safe bet
4. Tight formation
5. Step off “by the left”
6. Invigorating element of risk
7. Work out ways of drilling large numbers of people
8. Mob psychology
9. Packed formations
10. Unsheathed swords

II. Answer the questions:

1. What were the causes of war in the tribal cultures?
2. What are the most common causes of war today? Are they different?
3. Have the basic forms of military drill changed since the early days of civilization?
4. Why does the author call the slaughter mechanistic and anonymous?
5. Is the way a war is fought today different from the way it was fought 100, 1000 years ago?
6. In what ways has war changed through the ages?
7. What forces soldiers to fight and die for somebody else’s goals?
8. Do you believe that aggression is innate in a man, it is in his genes?

FOLLOW-UP

In pairs discuss the following:

An ordinary soldier is the pawn in the game of politicians.
War is odious.
People can’t live in peace.
War brings destruction, but it also brings money and prosperity to many people.
Wars are inevitable.
The quickest way of ending a war is to lose it.

Write an essay of 360 words on any of these topics.
WAR IN IRAQ

PRE-READING TASK

1. Do you know the real reasons for Americans unleashing war in Iraq?
2. Which countries were in American coalition and which in opposition?

Iraq had been listed as a State Sponsor of Terror by the United States since 1990, and maintained poor relations with the United States since the Gulf War. Tensions were high throughout the 1990's, with the United States launching Operation Desert Fox against Iraq in 1998 after it failed to meet demands of "unconditional cooperation" in weapons inspections.

After the September 11 attacks, the U.S. government claimed that Iraq was a threat to the United States because Iraq could begin to use its alleged Weapons of Mass Destruction to aid terrorist groups. Iraq had no role in the September 11 attacks and had no known history of a significant working relationship with Al Qaeda. The George W. Bush administration called for the United Nations Security Council to send weapons inspectors to Iraq to find and destroy alleged weapons of mass destruction and for a UNSC resolution. UNSC Resolution 1441 was passed unanimously, which offered Iraq "a final opportunity to comply with its disarmament obligations" or face "serious consequences." Resolution 1441 did not authorize the use of force by member states, thus Resolution 1441 had no effect on the UN Charter's prohibition on the use of force by member states against fellow member states. Saddam Hussein subsequently allowed UN inspectors to access Iraqi sites, while the U.S. government continued to assert that Iraq was being obstructionist. In October 2002, the United States Congress authorized the president to use force if necessary to disarm Iraq in order to "prosecute the war on terrorism".

After failing to overcome opposition from France, Russia, and China against a UNSC resolution that would sanction the use of force against Iraq, and before the UN weapons inspectors had completed their inspections, the United States assembled a "Coalition of the Willing" composed of nations who pledged support for a war against Iraq. On March 20th, 2003, the invasion of Iraq was launched in what the Bush Administration said were the "serious consequences" spoken of in UNSC Resolution 1441.

Training Iraqi Police - a Staff Sgt. congratulates an Iraqi police officer on his marksmanship at the Camp Rustamiyah range. Saddam Hussein's regime was quickly toppled and on May 1, 2003, George W. Bush stated major combat operations in Iraq had ended and claimed victory in Iraq.

But the war continued as an insurgency against the U.S.-led coalition forces and the Iraqi police units and governing structures they installed. Elements of the insurgency are led by Sunni loyalists, who are Iraqi nationalists and pan-arabists. Some insurgency leaders are strict Muslims and see themselves as fighting a religious war to liberate Iraq of foreign non-Muslim occupiers and their Iraqi collaborators. Over 3,000 soldiers from the coalition have been killed (more than the number of people killed in the 9/11 attacks), with an estimated 67,000 Insurgents killed or detained.

Several estimates of the number of civilians killed as a result of the conflict exist. A published Johns Hopkins University Study estimates approximately 650,000 Iraqi "excess" deaths as of July 2006 because of the war and the upheaval caused by the war. See, casualties of the conflict in Iraq since 2003. In a classified memo (dated November 6, 2006) to President Bush, former Defense Secretary Donald Rumsfeld revealed that he felt the military strategy in Iraq was ineffective and needed change.

At a news conference with the British Prime Minister Tony Blair in Washington on 6 December 2006, President George W. Bush commented the Iraq Study Group's report and admitted for the first time that a "new approach" is needed in Iraq, that the situation in Iraq is "bad there" and that the task ahead was "daunting". Mr Bush said he would not accept every
recommendation by the ISG panel but promised that he would take the report seriously. Mr Bush is expected to wait for three other studies from the Pentagon, the US State Department and the National Security Council before charting the new course on Iraq. [18]

GUIDE

WORD STUDY

I. Join the words to make word combinations:

1. State a. cooperation
2. Poor b. state
3. Unconditional c. sponsor
4. Weapons d. relations
5. Member e. support
6. Prosecute f. inspectors
7. Pledge g. the war on terrorism
8. Governing h. leaders
9. New i. structure
10. Insurgency j. approach

II. Give synonyms to the following words:

1. To help
2. Important
3. Chance
4. To obey
5. After-effects
6. To permit
7. To overthrow
8. To swear
9. Afterwards
10. Victims
11. Intimidating

III. Form derivatives from the following words:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
<td>Significant</td>
<td>Destroy</td>
</tr>
<tr>
<td>Authority</td>
<td></td>
<td>Prohibit</td>
</tr>
<tr>
<td></td>
<td>Assertive</td>
<td>obstruct</td>
</tr>
<tr>
<td>Invasion</td>
<td></td>
<td>Detain</td>
</tr>
<tr>
<td>Upheaval</td>
<td></td>
<td>Collaborate</td>
</tr>
</tbody>
</table>

IV. Match the words with their definitions:

1. Obstructionist a. an area of land where people can practise shooting or where bombs, etc. can be tested
2. To assert
   b. to make sb lose their position of power or authority
3. To authorize
   c. feeling nervous and less confident about doing sth
4. Marksmanship
   d. to give official permission for sth, or for sb to do sth
5. Daunting
   e. skill in shooting
6. Insurgent
   f. to state clearly and firmly that sth is true
7. To topple
   g. someone trying to prevent a parliament or committee from making progress, passing laws, etc.
8. Range
   h. a person fighting against the government or armed forces of their own country

V. Differentiate the following words, say which are close synonyms and which are distant:

1. Upheaval, insurgency, revolution, rebellion, uprising, revolt, disruption
2. Collaborate, cooperate,

VI. Find the definitions of the following words in a dictionary:

VII. Add negative suffixes or prefixes to form antonyms to the words given below:

1. Significant
2. Armed
3. Conditional
4. Effective
5. Daunting
6. Accessible
7. Authorised

VIII. Give English equivalents to the following Russian ones:

1. Быть внесенным в список стран, спонсирующих терроризм.
2. Безоговорочное сотрудничество.
3. Принять резолюцию единогласно.
4. Дать обещание поддерживать войну в Ираке.
5. Свергнуть режим Садама Хусейна.
6. Разработать новый курс по отношению к Ираку.
7. Повстанческое движение против сил коалиции.
8. Иметь серьезные последствия.
9. Начать вторжение.
10. Переворот, вызванный войной.

IX. Insert the necessary prepositions:

1. UNSC Resolution 1441 was passed unanimously, which offered Iraq "a final opportunity to comply ..........its disarmament obligations" or face "serious consequences.
2. The United States assembled a "Coalition .... the Willing" composed .... nations who pledged support ....... a war ............ Iraq.
3. ...... a news conference ...... the British Prime Minister Tony Blair ...... Washington ...... 6 December 2006, President George W. Bush commented the Iraq Study Group’s report and admitted ...... the first time that a "new approach" is needed in Iraq.
4. ...... October 2002, the United States Congress authorized the president to use force if necessary to disarm Iraq ...... to "prosecute the war .... terrorism.
5. Tensions were high ................. the 1990's, ...... the United States launching Operation Desert Fox ................. Iraq ...... 1998.
COMPREHENSION

I. Explain the following;

1. Listed as a state sponsor of terrorism.
2. The Gulf War.
3. Meet demands of ‘unconditional cooperation’.
4. Assemble the ‘Coalition of the Willing’.
5. Marksmanship at the Camp Rustamiyah range.
6. As an insurgency against the U.S-led coalition forces.
7. ICG panel
8. Chart the new course on Iraq.

II. Answer the questions .

1. How did the American government explain the attack on Iraq?
2. What had been done before they unleashed war in this country?
3. How did other countries react to the outbreak of war?
4. Why did the war continue though Hussein’s regime was toppled?
5. What were the casualties in this war?
6. Why did Mr Bush claim he needed a new course on Iraq?

FOLLOW-UP

1. Discuss in groups of 3-4 the present situation in Iraq. Prepare the latest news in this region. Be able to express your opinion.
WHY IS THERE A WAR IN SYRIA?

What began as a peaceful uprising against Syria's President Bashar al-Assad six years ago became a full-scale civil war that has left more than 300,000 people dead, devastated the country and drawn in global powers.

How did the war begin?
Long before the conflict began, many Syrians complained about high unemployment, widespread corruption, a lack of political freedom and state repression under President Bashar al-Assad, who succeeded his father, Hafez, in 2000.
In March 2011, pro-democracy demonstrations inspired by the Arab Spring erupted in the southern city of Deraa. The government's use of deadly force to crush the dissent soon triggered nationwide protests demanding the president's resignation.
As the unrest spread, the crackdown intensified. Opposition supporters began to take up arms, first to defend themselves and later to expel security forces from their local areas. Mr Assad vowed to crush "foreign-backed terrorism" and restore state control.
The violence rapidly escalated and the country descended into civil war as hundreds of rebel brigades were formed to battle government forces for control of the country.

Why has the war lasted so long?
In essence, it has become more than just a battle between those for or against Mr Assad. A key factor has been the intervention of regional and world powers, including Iran, Russia, Saudi Arabia and the United States. Their military, financial and political support for the government and opposition has contributed directly to the intensification and continuation of the fighting, and turned Syria into a proxy battleground.
External powers have also been accused of fostering sectarianism in what was a broadly secular state, pitching the country's Sunni majority against the president's Shia Alawite sect. Such divisions have encouraged both sides to commit atrocities that have not only caused loss of life but also torn apart communities, hardened positions and dimmed hopes for a political settlement.
Meanwhile, so-called Islamic State (IS), which controls large areas of northern and eastern Syria, is battling government forces, rebel brigades and Kurdish militias, as well as facing air strikes by Russia and a US-led multinational coalition.
Thousands of Shia militiamen from Iran, Lebanon, Iraq, Afghanistan and Yemen say they are fighting alongside the Syrian army to protect holy sites.

Why are so many outside powers involved?
Russia, for whom President Assad's survival is critical to maintaining its interests in Syria, launched an air campaign in September 2015 with the aim of "stabilising" the government after a series of defeats. Moscow stressed that it would target only "terrorists", but activists said its strikes mainly hit Western-backed rebel groups.

Six months later, having turned the tide of the war in his ally's favour, President Vladimir Putin ordered the "main part" of Russia's forces to withdraw. However, intense Russian air and missile strikes went on to play a major role in the government's siege of rebel-held eastern Aleppo, which fell in December 2016.

Shia power Iran is believed to be spending billions of dollars a year to bolster the Alawite-dominated government, providing military advisers and subsidised weapons, as well as lines of credit and oil transfers. It is also widely reported to have deployed hundreds of combat troops in Syria. Mr Assad is Iran's closest Arab ally and Syria is the main transit point for Iranian weapons shipments to the Lebanese Shia Islamist movement Hezbollah, which has sent thousands of fighters to support government forces.
The US, which says President Assad is responsible for widespread atrocities, has provided only limited military assistance to "moderate" rebel groups, fearful that advanced weapons might end up in the hands of jihadists.

Sunni-ruled Saudi Arabia, which is seeking to counter the influence of its rival Iran, has been a major provider of military and financial assistance to the rebels, including those with Islamist ideologies.

Turkey is another staunch supporter of the rebels. In August 2016, Turkish troops backed a rebel offensive to drive IS militants out of one of the last remaining stretches of the Syrian side of the border not controlled by the Kurds. Since then, they have taken control of some 2,000 sq km.

**What impact has the war had?**
The UN says at least 250,000 people have been killed in the past five years. But in February 2016 it was estimated that the conflict had caused 470,000 deaths, either directly or indirectly. Five million people - most of them women and children - have fled Syria, according to the UN. Neighbouring Lebanon, Jordan and Turkey have struggled to cope with one of the largest refugee exoduses in recent history. A further 6.3 million people are internally displaced inside Syria.
The UN estimates it will need $3.4bn (£2.7bn) to help the 13.5 million people who will require some form of humanitarian assistance inside Syria in 2017.
Almost 85% of Syrians live in poverty. More than 12.8 million people in Syria require health assistance and more than seven million are food insecure. Some 1.75 million children are out of school.
The warring parties have compounded the problems by refusing humanitarian agencies access to many of those in need. Some 4.9 million people live in besieged or hard-to-reach areas.

**What's being done to end the conflict?**
With neither side able to inflict a decisive defeat on the other, the international community long ago concluded that only a political solution could end the conflict. The UN Security Council has called for the implementation of the 2012 Geneva Communique, which envisages a transitional governing body with full executive powers "formed on the basis of mutual consent".
Peace talks in early 2014, known as Geneva II, broke down after only two rounds, with the UN blaming the Syrian government's refusal to discuss opposition demands.
In January 2017 Turkey, Russia and Kazakhstan hosted the first face-to-face meeting between rebel fighters and government officials since the war began. That was followed by a fresh round of UN-mediated talks in Geneva.

**What is left of rebel territory?**
The fall of Aleppo means the government now controls Syria's four biggest cities. But large parts of the country are still held by other armed groups.
Rebel fighters and allied jihadists are estimated to control about 15% of Syrian territory.
Kurdish forces, who say they support neither the government nor the opposition, meanwhile control much of Syria's border with Turkey, as well as a large part of the country's north-east.
And although they have suffered extensive losses in the past two years, IS militants still hold large parts of central and northern Syria.
THE IMMORALITY OF WAR

PRE-READING TASK

1. Can a war be moral or justifiable: war for freedom and independence, for example?
2. Can a war be fought in such a way that it doesn’t hurt ordinary people?

War is an armed clash between nations because of hostility or military conflicts. In simple words, war is fighting between two sides. War, in my opinion, is useless because of its damaging results, which will be talked about in this paper. It brings suffering and death. Under no circumstance is war moral, even in cases of self-defence. There are just other ways to solve problems. Peace treaties are an easy way to end war. In a peace treaty, it is easy to settle the differences and come up with an agreement that both sides can decide on. That way the solution can be a compromise and problems will be fixed. Often it happens when one side can’t agree so they decide that war is the only solution. Wars are begun with many different reasons: land conflicts, religious disagreements, and independence conflicts. This is a story about my grandfather's experience in World War II. It was horrifying and gruesome, but the story is not as bad as it was in real life.

In 1941, my grandfather, Mike Sabetai, was taken from his home by the Nazis, with 17 members of his family. He was taken to a war camp where he and others divide into groups. There were groups of people who could use their occupations to help them survive. If you weren't put in one of these groups, you were immediately brought to a gas chamber. There you would wait and be killed by gas. Luckily my grandfather was a barber. He used his skill as a tool to stay alive.

Everyone would be woken at 5:00 a.m. and they would have to carry heavy things and run for miles. Then they would come back and do labour work. One normal torturous morning, my grandfather was going about his business and doing his work. Suddenly his name was called; he was to be brought to the chamber. He thought that it was the end. He followed a Nazi to the chambers. He was in a line with about six people. Suddenly a Nazi came running and yelling not to let Mike die because he gave good haircuts. My grandfather was saved. He still had his normal routine of having to do his morning work, though.

In 1944, my grandfather was finally saved. He went back home to Greece where he met my grandmother, who also had a story that goes like his story. My grandfather returned home to find out none of the 17 members of his family were still alive. He lost his wife and 2 kids. His parents and brothers and sister were also dead. He lost everything and had nothing to live for. His trauma lived throughout his life. A tattoo on his arm always remained there. His hate for Nazis never died. Although he died last year physically, his life really ended in 1941. War was the traumatic dreadful for my grandfather. From this story alone, how is it possible to understand that any human deserves to be treated like this? In the mind of the Nazis, the Jews ruined their lives. Hitler brainwashed the Germans in the early to middle 1930s to think that Jews were the cause of all the problems. Although we know that it wasn't true the Nazis believed it. This is what led them to the holocaust. Israel made a law that the only people that could be executed were the Nazis that killed Jews in the World War. This law is still being used. This is one example of one war where people, completely innocent, were tortured, killed, and abused for reasons that are inhumane. In the minds of the Nazis it was the right thing to do. In my own opinion, war can never be justifiable. There are other ways of solving conflicts besides war. If everyone solved their problems with fighting, where would we be now? The Arabs decided that Israel was their land. There are many other times in history when the Arabs have taken this view. The 6-day war is an example when Arabs thought they should be rulers of Israel. They fought with Israel. This war still goes on. Although it isn't actually called "war", it is called "terrorism". Terrorism is all over the streets of Israel. People are killed everyday. Another reason for war was over government. When the Vietnam War
began. South Vietnam fought to be a democratic country. North Vietnam defeated South Vietnam. In this war alone, the United States lost 58,000 soldiers.

Most of these soldiers had family ties, children, wives, parents, and siblings. These soldiers will be missed forever. In Vietnam there were many bombs. Years after the war ended, soldiers were getting odd cases of diseases. No one knew what it was. Now we know it is something called "agent orange". This is a chemical that was released by the bombs. This chemical made many soldiers suffer from pain. In 1939, World War II began. In this war, Nazis wanted to gain absolute power. They wanted to control everything. They began with the Jews. They succeeded in killing 6 million. That's 6 million people that died for no logical reason. They not only died, they were tortured to their death. There just is no reason for people to have to die like that.

People shouldn't have to die over war, especially women and children. In the 11th and 12th centuries were the Crusades. European Christians wanted Israel to be the Christian homeland. The Muslims on the other hand, felt that it was their holy land and they didn't have to give it up. Most recently was the Gulf War. Iraq thought that they could just come and take over Kuwait. Kuwait had a very good oil supply, which brought in lots of money. Iraq wanted to come and just take it over. With help from other countries, Kuwait was able to fight them. In this war there were a lot of deaths and there were many people getting sick from all the bombs. People are still getting sick. We saw that many families were torn apart because they lost a loved one in the war. Bombs that we didn't know what the effect of them would be were used. In the end we still won't know what the effects are, but there are cases that come up, that are very strange. All these cases are examples of the immortality of war. War also results in destruction. Rebuilding cities can cost lots of money. Rebuilding also takes lots of time.

War is immoral for these reasons. There is just no excuse for torture, suffering, and death. Under any circumstance, a person should never ever kill another person. In conclusion, people should not die because of conflicts between leaders of countries. Death is very traumatizing to a person. There is just no reason for someone to have to die, specially over issues that aren't even worth getting into, like the Gulf War. Iraq didn't gain anything by trying to take over Kuwait. No war has ever come out positively. [15,p200-203]

GUIDE

WORD STUDY

I. Join the words to make word combinations:

1. Peace a. land
2. Military b. treaty
3. Gas c. conflicts
4. Gain d. chamber
5. Agent e. absolute power
6. Holy f. orange
7. Solve g. conflicts

II. Give synonyms to the following words:

1. terrible
2. result in
3. rip apart
4. collision
5. scream
6. guiltless
7. strange
8. get power
9. anger
10. stupidity
III. Give the English equivalents to these word combinations:

1. Прийти к согласию
2. Мужской парикмахер
3. Подвергать идеологической обработке
4. Иметь точку зрения
5. Получить полную власть
6. Необычное заболевание
7. Закончиться положительно
8. Ни при каких обстоятельствах

IV. Form derivatives from the following words:

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<th>NOUN</th>
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</tr>
</thead>
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<tr>
<td>Traumatic</td>
<td>Torture</td>
<td>Traumatic</td>
</tr>
<tr>
<td>Morality</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Labour</td>
<td>Justify</td>
<td>Dead</td>
</tr>
<tr>
<td>Imbecility</td>
<td>Execute</td>
<td>Imbecility</td>
</tr>
</tbody>
</table>

V. Match the words with their definitions:

1. Chamber a. a mental condition caused by severe shock, especially when the harmful effects last for a long time
2. Brainwash b. a room used for the particular purpose that is mentioned
3. Trauma c. to treat a person or an animal in a cruel or violent way
4. Abuse d. the killing of millions of Jews by the Nazis in the 1930s and 1940s
5. The Holocaust e. any of the wars fought in Palestine by European Christian countries against the Muslims in the Middle Ages
6. Siblings f. to force sb to accept your ideas or beliefs, for example by repeating the same thing many times or by preventing the person from thinking clearly
7. Crusade g. a brother or sister

VI. Pick out from the article all the adjectives describing war: useless, immoral, etc

VII. Form the antonyms to the following words using negative prefixes or suffixes:

Moral, humane, justifiable, defeated, logical, holy, easy, guilty, true, just, dependence, agreement, real, lucky, use.

VIII. Fill in the correct phrasal verbs from the list below:

To bring in     to take over     to come up   to tear apart
    to come out      to work out    to come up with
1. My mother’s heart was be broken when she got the news about her son’s death at the front.

2. Thousands of prisoners of war didn’t know what problems might to happen when they returned to their motherland because they were not sure whether they would be treated as traitors.

3. Israel and Palestine have been fighting for years and can’t find an answer any solution to their conflict.

4. Wars always make money a lot of money to some people, military tycoons in particular.

5. The army is threatening to gain control the country if civil unrest continues.

6. The whole world is looking forward to the American-Iraqi conflict to end.

7. It’s the governments’ task to solve any conflict and settle any differences between the countries.

**COMPREHENSION**

I. Say whether these statements are true or false. Prove your points of view.

1. The best solution to the conflicts between the countries is war.
2. Mike Sabetai didn’t die in the labour camp because of his special skills.
3. He was saved from being brought to the gas chamber due to a lucky chance.
4. Even after the war he wasn’t able to get over his war trauma.
5. Wars bring destruction to cities, economy of the country, kill soldiers, but they don’t change the life of civilians.
6. The consequences of any war are seen long after the end of it.

**FOLLOW-UP**

Discuss in groups how you understand the following statements:

1. Ordinary soldiers are fed to a war machine.
2. The essence of war is violence. Moderation in war is imbecility.
3. Give as many reasons as you can to confirm the statement that war is always immoral.

Write an essay of 360 words on the first or second items.
LISTENING COMPREHENSION

War Zones. Northern Ireland

I. You’ll hear a woman talking about life in Northern Ireland. Which of the things below does she say?

1. People find it impossible to carry on with their every day lives.
2. The only obvious sign of anything unusual is the number of soldiers
3. Things look normal on the surface, but in fact the fighting has changed people’s lives
4. Ordinary people have no reason to be afraid
5. People try to pretend that everything is normal
6. TV and newspapers give a false picture of life in Northern Ireland
7. Most people from other countries are afraid to go there
8. Northern Ireland would be a dangerous place to visit as a tourist. [20]

II. WAR AND CONFLICTS. SARAJEVO

Part A

1. Before you listen, try to imagine how people lived under siege and how they felt. Think of some questions you would like to ask them, and write them down.
2. While listening, say which of your questions the woman answered. What answers did they give?
3. Judging from what the two women say, which of these characteristics do you think the best describe the people of Sarajevo? Give example from the recording.

Courage humour pessimism resourcefulness anger generosity fatalism greed

Part B

1. One of the women goes on to describe how she survived the winter in Sarajevo. Here are some of the things she talks about: Furniture tea cardboard bricks a cushion her computer chipboard the fire escape central heating a building site

How do all these elements fit together in her description?

Part C

You'll hear a man describing his experience of leaving Sarajevo and going to Ljubljana, Slovenia. Notice how the man expresses these ideas.

1. He was crying quietly to himself
2. The villages hadn't been involved in the war
3. I was surprised that Ljublajana was so prosperous
4. The shops were full of things to buy
5. The smell was wonderful

VOCABULARY ON WAR AND WAR CONFLICTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ally (n, v)</td>
<td>to ~ with sb</td>
</tr>
<tr>
<td>Alleg (v)</td>
<td>alleged weapons</td>
</tr>
<tr>
<td>Assume (v)</td>
<td>~ control of sth, ~ the worst</td>
</tr>
<tr>
<td>Assumption (n)</td>
<td>~ of power, control, make ~ about sth, underlying / implicit ~</td>
</tr>
<tr>
<td>Atrocity (n)</td>
<td>to justify ~</td>
</tr>
<tr>
<td>Attack (n)</td>
<td>to launch/make/mount an ~, to carry out ~</td>
</tr>
<tr>
<td>Barrage (n)</td>
<td></td>
</tr>
<tr>
<td>Captive (n)</td>
<td>to hold ~, to take ~, the plight of the ~</td>
</tr>
<tr>
<td>Casualties (n)</td>
<td>to sustain ~, to suffer ~, daunting ~, heavy ~, ~ rate</td>
</tr>
<tr>
<td>Captivity (n)</td>
<td>to be held in ~</td>
</tr>
<tr>
<td>Collide (v)</td>
<td>~ with sb over sth</td>
</tr>
<tr>
<td>Collision (n)</td>
<td>to be on a ~ course with sb/sth</td>
</tr>
<tr>
<td>Comply (v)</td>
<td>~ with</td>
</tr>
<tr>
<td>Compliance (n)</td>
<td>in ~ with sth</td>
</tr>
<tr>
<td>Conflict (n)</td>
<td>armed/military ~, conflict of interests, in ~ with, come into the ~, to resolve the ~</td>
</tr>
<tr>
<td>Escalate (v)</td>
<td>~ confrontation</td>
</tr>
<tr>
<td>Escalation (n)</td>
<td>the danger of ~</td>
</tr>
<tr>
<td>Expel (v)</td>
<td>~ people from the country</td>
</tr>
<tr>
<td>Expulsion (n)</td>
<td>to threaten with ~</td>
</tr>
<tr>
<td>Fighting force (n)</td>
<td>an indigenous ~, to pull ~ from the country</td>
</tr>
<tr>
<td>Flee (v)</td>
<td>~ the country as a refugee, ~ from the war</td>
</tr>
<tr>
<td>Gruesome(adj)</td>
<td>A ~ murder, ~ pictures of dead bodies</td>
</tr>
<tr>
<td>Guerilla (n)</td>
<td>~ organization, ~ movement, ~ war, urban guerillas</td>
</tr>
<tr>
<td>Hostile (adj)</td>
<td>~ to sb, ~ territory, ~ conditions, ~ attitude</td>
</tr>
<tr>
<td>Hostility (n)</td>
<td>the start/outbreak of ~, a cessation to ~</td>
</tr>
<tr>
<td>Intervene (v)</td>
<td>~ in the crisis, in the country</td>
</tr>
<tr>
<td>Intervention (n)</td>
<td>military/armed ~</td>
</tr>
<tr>
<td>Insurgency (n)</td>
<td></td>
</tr>
<tr>
<td>Launch (v)</td>
<td>~ an attack, invasion, a missile, a rocket, a torpedo</td>
</tr>
<tr>
<td>Massacre (n)</td>
<td>to survive the ~, bloody ~</td>
</tr>
<tr>
<td>Moderate (v and adj)</td>
<td>~ views, policies</td>
</tr>
<tr>
<td>Moderation (n)</td>
<td>to take in ~</td>
</tr>
<tr>
<td>Negotiate (v)</td>
<td>to negotiate a deal / contract / treaty / settlement, ~ with sb about sth</td>
</tr>
<tr>
<td>Negotiation (n)</td>
<td>peace / trade / wage ~, to enter into / open / conduct negotiations with sb, to be under negotiation</td>
</tr>
<tr>
<td>Onslaught (n)</td>
<td>~ against ~ on sb/sth, ~ on military forces</td>
</tr>
<tr>
<td>Oppress (v)</td>
<td>~ freedom, rights, rebel</td>
</tr>
<tr>
<td>Oppression (n)</td>
<td>victims of ~</td>
</tr>
<tr>
<td>Pervade (v)</td>
<td></td>
</tr>
<tr>
<td>Pervasion (n)</td>
<td></td>
</tr>
<tr>
<td>Pervasive (adj)</td>
<td></td>
</tr>
<tr>
<td>Piece accord (n)</td>
<td>to sign a ~</td>
</tr>
<tr>
<td>Pound (v)</td>
<td></td>
</tr>
<tr>
<td>Range (n)</td>
<td>rifle ~</td>
</tr>
<tr>
<td>Refugee</td>
<td>~ from the war zone, political / economic ~, a refugee camp</td>
</tr>
<tr>
<td>Reinforce (v)</td>
<td>~ military presence</td>
</tr>
</tbody>
</table>

81
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement (n)</td>
<td>to send in reinforcements</td>
</tr>
<tr>
<td>Resist (v)</td>
<td>~ change, pressure</td>
</tr>
<tr>
<td>Resistance (n)</td>
<td>~ to sb, sth, to put up strong <del>, armed</del>, offer ~, resistance fighters</td>
</tr>
<tr>
<td>Retaliate (v)</td>
<td>~ against sb/sth , retaliate (by doing sth / with sth) to do sth harmful to sb revenge: to retaliate against an attack</td>
</tr>
<tr>
<td>Retaliation (n)</td>
<td>~ against sb for sth, in ~ for</td>
</tr>
<tr>
<td>Sanctions (n)</td>
<td>to impose economic ~, ultimate ~, ~ against sb</td>
</tr>
<tr>
<td>Scale (n)</td>
<td>on a large ~, on a grand ~, the full ~ of the disaster, the sheer ~</td>
</tr>
<tr>
<td>Slaughter (n)</td>
<td>the wholesale slaughter of innocent people</td>
</tr>
<tr>
<td>Squat (v)</td>
<td></td>
</tr>
<tr>
<td>Squatter (n)</td>
<td></td>
</tr>
<tr>
<td>Struggle (n)</td>
<td>~ with sb for sth, ~ for independence, peace, ~ against war, violence</td>
</tr>
<tr>
<td>Target (n)</td>
<td>to hit the ~, to miss the ~, a military/civilian ~, a prime ~, a ~ area</td>
</tr>
<tr>
<td>Territory (n)</td>
<td>to allot a ~, to capture a <del>, to shrink a</del>, an enemy/disputed/foreign ~, occupied ~</td>
</tr>
<tr>
<td>Topple (v)</td>
<td>~ regime, the president</td>
</tr>
<tr>
<td>Torture (n)</td>
<td>suffer from ~, be under ~, the use of ~, terrible instruments of ~, gruesome ~</td>
</tr>
<tr>
<td>Violence (v)</td>
<td>to exacerbate ~, to erupt in ~, scattered ~</td>
</tr>
<tr>
<td>Vulnerability (n)</td>
<td></td>
</tr>
<tr>
<td>Vulnerable (adj)</td>
<td>~ position, ~ to sth, to be ~ to attack</td>
</tr>
<tr>
<td>War (n)</td>
<td>to re-ignite a <del>, to wage a</del>, to propel a~</td>
</tr>
<tr>
<td>Warfare (n)</td>
<td>air, naval, guerilla ~, biological, chemical, psychological ~</td>
</tr>
</tbody>
</table>

**PHRASES**

- Bring within range
- Release a soldier
- Seek refuge
- Withdraw troops, military forces
- Start fire
- Seize fire
- Death toll
- Take a heavy toll on sb
- Come up with agreement
- Violate human rights
- Escalate violence
- Compromise civil rights
- Peacekeeping troops
- NATO forces
- Provide military escorts
- Slant on the story
- Overthrow regime
- Launch missiles
- To fire shells
- Remove guns
- Exclusion zone
- Safe area
- Air raids
- Lift blockade
- Carry out guerilla strikes
- Capture enemy
- Surface-to-surface missiles
- Inflict casualties on troops
- Pose a threat to one’s survival
- Gain the status of an independent entity
MORAL VALUES

A DIFFERENT WORLD

PRE-READING TASK

1. Answer the questions.

1. How can you interpret the title of the article?
2. What global changes of the world can you name?
3. Were the last changes good?

Twenty years ago the world was different from today’s. We were still locked into the Cold War; and although the signs of thaw were there few believed that the geopolitical situation would soon change to such an extent that some even talked about ‘the end of history’.

A decade and a half later, the world threatens to become as polarized as before—though the line of schism is defined differently by different people. Some see themselves as championing democracy against the scourge of terrorism; others see the need to defeat the Satan of western neo-imperialism and materialism. Yet others see the great divide as between the rich ‘North’ and the poor ‘South’. Or perhaps it’s a male-female or black-white thing.

The fundamental battle in the world is between good and evil—and this divide runs through every man and woman, believer, atheist and agnostic, black and white, whether they recognize it or not.

Nowadays people are so often blamed for being enslaved by self-interests, consumerism, greed, deviant behaviour, inability to interact with others that it is high time for us to stop and think what kind of society are we living in and moreover, what legacy are we going to hand in to our future generations.

Massacre and stabbing in the streets of many cities (when adults and children are slain for nothing and human life costs nothing as well), sleaze, fraud, promiscuity, rampant acquisitiveness in the governments – all these inseparable characteristics of our life have spawned plethora of discussions about moral values, the future of the society as a whole and a human being in particular.

On the one hand, we are the children of civilization: science and technology have brought many blessings to human existence, including mankind’s ability to meet basic human needs. But the benefits of these advances have been spread unjustly, as 20 percent of the world’s population consumes resources at a rate that robs poorer nations and future generations of what they need to survive. 30 000 people die each day from poverty which results from human behaviour. Such behaviour is driven by values, priorities and decisions which don’t see human life as a paramount concern. Lust, bitterness and hate among people should be wiped out as they are very parlous, can’t be justified by any reasons and may lead to unpredictable consequences.

On the other hand- it should be natural for people to help others, to put their hearts into something useful and important, to contribute of their time and talents, to have a sense of worth. In stead of alienating from each other, we should improve our society to make it friendly, united and cohesive. When it is necessary, we must be able to respond with individual and collective acts of self sacrifice for the greater good, of self denial in the midst of convenient choices, of choosing simpler lifestyles in the consumer society.

We have to live in the real world. Armies, police, firefighters and intelligence gatherers are as essential to our survival as potatoes and overcoats. But rather than just hunker down in defence of our lives and life-styles could we not take every opportunity for honest dialogue with those
who see things differently from us? This can sometimes lead to reconciliation and a shared vision of how society should be. [31]

GUIDE

WORD STUDY

1. Match the words with their definitions.

1. the separation of a group into two groups, caused by a disagreement about its aims and beliefs, especially in the Christian church;
2. something that causes a lot of harm or suffering;
3. the belief that it is good to buy and use a lot of goods and services - often used to show disapproval;
4. a strong desire for more food, money, power, possessions etc than you need;
5. different, in a bad way, from what is considered normal;
6. when a lot of people are killed violently, especially people who cannot defend themselves;
7. to push a knife into someone or something;
8. to kill someone - used especially in newspapers;
9. immoral behaviour, especially involving sex or lies;
10. the crime of deceiving people in order to gain something such as money or goods;
11. having many sexual partners;
12. wanting to have and keep a lot of possessions;
13. a very large number of something, usually more than you need;
14. more important than anything else;
15. to make it difficult for someone to belong to a particular group or to feel comfortable with a particular person;
16. a situation in which two people, countries etc become friendly with each other again after quarrelling; the process of finding a way that two beliefs, facts etc that are opposed to each other can both be true or successful;
17. an influence that makes something happen or makes it happen more quickly;
18. very strong desire to have something, usually power or money;
19. feeling angry, jealous, and upset because you think you have been treated unfairly;
20. to dislike something very much;

Massacre, to alienate, to hate, consumerism, to slay, plethora, lust, schism, fraud, paramount, bitter, scourge, sleaze, greed, acquisitive, reconciliation, deviant, impetus, to stab, promiscuous.

2. Give the synonyms to the following words.

Schism, to slay, to spawn, to wipe out, parlous, impetus.

3. Make derivatives of the words.

To consume, to stab, to slay, promiscuous, to reconcile, bitter, hate.

4. Insert the particles.

to stab sb.- sth. to slay sb.-/- sth.
a plethora- sth. to wipe sth. -
to alienate sb.-sth. reconciliation-/-sb.
5. Match the words to make phrases.

the scourge of a. power
the growth of b. importance
deviant c. impetus
da fatal d. disappointment
tax/insurance/ e. fraud
paramount f. consumerism
provide g. stabbing
lust for h. war
a bitter i. behaviour

6. Insert the words.

1. Rumors spread through the school that Jill was--
2. He had never previously thought of himself as ---or even as particularly materialistic.
3. Despite a ---of changes, the new models are just £295 more expensive.
4. Women's role as mothers is of ---importance to society.
5. Gina had become increasingly ---from her family.
6. The meeting failed to achieve a ---between the two groups.
7. The report may provide further ---for reform.
8. He was a man possessed by greed, jealousy and---
9. I feel very ---about what has happened.
10. I--- to see you unhappy.
11. In 1827, a fierce ---had shaken the community.
12. Sustained international terror has been a ---on civilized society.
13. Green--- is a hopeful token of more substantial change.
14. He is driven by ---and envy.
15. Certain practices that once were condemned as ---are now considered fairly normal.
16. The bombing of Dresden was one of the worst ---in European history.
17. She had been ---in the chest repeatedly.
18. Detectives are investigating the possibility that a woman may have been ---by the retired Army sergeant.
19. ---and corruption in politics don't surprise anyone.
20. She was found guilty of---

Bitter, schism, acquisitive, consumerism, lust, deviant, slain, hate, promiscuous, paramount, scourge, impetus, fraud, stabbed, plethora, alienated, greed, reconciliation, massacres, sleaze.

COMPREHENSION

1. Answer the questions.

1. How is the modern world divided by different people?
2. What is considered to be the fundamental battle?
3. What can you say about the people in a modern society?
4. What was the impetus for numerous discussions about moral values?
5. What have science and technology brought to humans?
6. What are people ready to do for the sake of the whole society?
7. Is reconciliation in the society possible?

**FOLLOW-UP**

Try to predict what kind of society people will live in when 20 years pass.
MORAL CRISIS OF THE SOCIETY

PRE-READING TASK

1. Answer the questions.
   
   1. What are moral values?
   2. Do we need moral values?
   3. Can you agree that modern society faces moral crisis?

Today we often hear that people are behaving as they do because of a breakdown in moral values. Some people assume that a lack of religious upbringing is central to the plight of our misguided society. Others reason that our value crises stems from future shock, erosion of family life, cosmopolitan effects of mass media, revolution in science and technology, and the complexity of ecological problems.

While we are not certain about all the causes of increasing violence, drug use, and sexual promiscuity in a contemporary society, we are advised by leaders in the field of moral education that many people are beset with moral confusion. We are advised that many people, young and old, are unaware of their moral responsibilities to themselves and to other people. But how did we reach this state of moral confusion? Let us review some historical origins of traditional value systems and see how the systems have broken down. Throughout most of history the direction of cultural development was often determined by military power, by church, state authoritarianism, or by some other type of entrenched body which defined institutions and interpreted the value system. The individualization, industrialization and increasing population of the twentieth century have tended to diversify culture as well as value systems.

In the past people were largely concerned with the inculcation of the puritan ethic. In the past we accepted the dual tenets that "fear is the mother of morality" and that 'morality is the rationalization of self-interest'. Most people were constrained from doing bad things by the fear of ending up in hell, and not necessarily because they had the moral foundation within themselves that commanded them not to do bad simply because it hurt other people and things. In contrast, today we are attempting to eliminate fear from the life of the child; today we often insist that morality should not be limited to self-interest. Taking into consideration the fact that today most of us live in a pluralistic society, the following question may arise: should we support the principles of a “me-first philosophy” or should we follow common moral values? “Me-first philosophy” puts on the first place a person with his/her own interests and necessities, it justifies all the actions and deeds: I do this or that because I want and I don’t care what others will think or say, even if my actions contradict common acceptable norms. In terms of “me-first philosophy” we can judge people and their behaviour from our own point of view. As far as common moral values are concerned, one may say that in a pluralistic society people are free in their opinions and actions. This is on the one hand. On the other hand, can any society function properly when there are no limits or restraints in anything, when common rules and moral values are not observed and followed? Such situation sooner or later will result at least in chaos if not in the end of the universe. That is why we are still in need of common moral values, if not for the whole world but may be for one separate society. However, here we can face another difficulty: who or what authority will decide what values and norms are right and good for us and what should be outlawed? Moreover, in what way will these common values be promoted or imposed and whether it is possible in general? May be authoritarianism in the societies could be the way out? We are still in quest for answers to these questions because such old authorities as school, parents, church, government can no longer influence the situation. The quality of education at some schools leaves much to be desired and many teachers are not even trusted. Parents are at a loss: very often they can’t cope with proper up-bringing and behaviour of their children, not speaking about implementing of any values. New and potent intellectual force arising from the
scientific and technological advances of our time and the globalized, immediate exchange of ideas, information and knowledge is debunking religious myths in the minds of millions. Organized religions are powerless to stop the debunking, because a myth can not be defended, it can only be believed in. And many modern people neither believe in God nor rely on church clergy. Governments have spoiled their reputations by having such civil servants who are embroiled in sleaze, rampant fraud and thieving.

In a time in which morals were viewed as God-given, immutable, and absolute, the morality of children and adults could be assumed to be synonymous. In the past we were in relative agreement as to the content of these absolute morals, and the institutions of home, church, and school were much in agreement in the task of transmitting the cultural values to the youth. Today we find that, although these institutions are still very much concerned with teaching morality, the teachings have become more pluralistic. Each institution inculcates in children values which may be widely divergent from the values instilled by other institutions. This diversity in values training has resulted in peoples harried by confusion and anomie.

Thus, we have eliminated the absolute aspect of morality, the three institutions are no longer in complete concurrence, and we have eliminated fear as the basis of morality. Yet, our societies need not remain in this state of uncertainty. Although this moral dilemma readily evidences negative implications for societies, there exist positive implications as well. For example, people may be forced to reflect upon moral issues and thus discover and admit limitations in their own moral reasoning. After a number of peoples begin to realize that their framework of values is indeed unsteady, it is hoped that a portion of these will determine that the value system should be bolstered.

Since we often look to youth for flexibility and to educators for guidance, perhaps a logical approach to a stable, rational system of morals is the development of moral education within the existing school curriculum. Educators must face this situation and accept their responsibility for providing a method of early moral development.

Moral education refers to a process of stage-to-stage development -- a continual process which is learned rather than reached automatically. The process of moral education can be stimulated and enriched by presenting children with moral dilemmas. In times past the traditional school curriculum utilized fables and similar moralistic "lessons" to inculcate "right" conduct. The child was trained to recite righteous precepts in the belief that recitation would lead to practice. The school, church, and family utilized sermonizing as a method of instilling morality. The overriding goal of moral education is that each person will be able to independently define his own structure. The new morality would emphasize the establishment of a system of justice which would promote the well-being of the person as an individual.[31]

GUIDE

WORD STUDY

1. Find in the text the words to match the following definitions.

1. the failure of a relationship or system;
2. a very bad situation that someone is in;
3. the process by which something is gradually reduced or destroyed;
4. the state of having many sexual partners;
5. to make someone experience serious problems or dangers;
6. your ideas about what is right and wrong, or what is important in life;
7. to fix ideas, principles etc in someone's mind;
8. a principle or belief, especially one that is part of a larger system of beliefs;
9. when people of many different races, religions, and political beliefs live together in the same society, or the belief that this can happen successfully;
10. immoral behaviour, especially involving sex or lies;
11. the crime of deceiving people in order to gain something such as money or goods;

2. Give the synonyms to the words.

Breakdown, to eliminate, to outlaw, to quest.

3. Insert the pre- and postpositions.

1. Some people assume that a lack -- religious upbringing is central -- the plight -- our misguided society.
2. We are advised that many people, young and old, are unaware -- their moral responsibilities -- themselves and to other people.
3. -- the past people were largely concerned -- the inculcation -- the puritan ethic.
4. We are still -- quest -- answers to these questions because such old authorities -- school, parents, church, government can no longer influence-- the situation.
5. Each institution inculcates -- children values which may be widely divergent -- the values instilled -- other institutions.
6. And many modern people neither believe -- God nor rely -- church clergy.
7. Yet, our societies need not remain -- this state -- uncertainty.
8. The process -- moral education can be stimulated and enriched -- presenting children -- moral dilemmas.

4. Insert the words.

1. I try to ---a sense of responsibility in my children.
2. This was a central ---of the bureaucratic model.
3. This nation is characterized by cultural---.
4. Many people are tired of all the ---on TV.
5. Corruption soon became-----.
6. He moved away after the ---of his marriage.
7. A new report exposes the --of skilled nurses, who work long hours for very low rates of pay.
8. Many people say about the gradual ----of our civil liberties.
9. The survey found that single men aged 18--35 were more -----than any other social group.
10. The business has been ---with financial problems.
11. Your attitudes about behaviour are affected by your religious and moral-----.
12. He's been charged with tax---.

Breakdown, promiscuous, tenet, values, beset, inculcate, rampant, erosion, fraud, plight, sleaze, pluralism.
COMPREHENSION

1. Answer the questions.

1. What reasons of the moral breakdown are given in the article?

2. How is modern society characterized?

3. What determined cultural development of people in previous times?

4. Why have been people following moral principles for many centuries?

5. What is a pluralistic society?

6. What is “me-first philosophy”?

7. Does society need any limits and what should be limited?

8. Are common values possible in a pluralistic society?

9. What old authorities were mentioned? Why don’t they have any power?

10. Can moral education be helpful?

FOLLOW-UP

Summon up all the information you have got and prove that society really faces moral crisis.
REJUVENATING MORAL DUTIES

PRE-READING TASK

1. Answer the questions.
   1. How can you define the term “moral duties”? 
   2. What moral duties do you have? 
   3. What do you know about The Ten Commandments? 
   4. Should people live according The Ten Commandments?

When President Bush and congressional conservatives were going to join their efforts to ban gay marriages, the debate over moral values was renewed. Asked to name the most serious moral crisis in America today, 28% of Americans cite “kids are not raised with the right values”; followed by 22% saying “corruption in government/business”; 17% saying “greed and materialism” or “people too focused on themselves”; and 3% citing “abortion and homosexuality”. The survey demonstrated that the moral issue people worried about most in their daily lives is connected with the family, mostly with children and it is not surprising.

Over the past several years there have been several incidents scattered over the United States and Canada where outcast teens have made threatening gestures against their peers and their teachers and even fatal shooting at schools has taken place. The entire society – children, parents, educators, law enforcers, politicians, clergy – are talking about this manifestation of what at first glimpse is seen as completely demented and unexplainable action by young teenage males. The unsatisfying conclusion often reached in endless debates about this dilemma is that there seems to be no single answer for it. In various proportions, blame is placed on parents, the educators, entertainment media – movies, videos, music, and the news media for giving the incidents too much publicity. There is also an almost universal lament over the quickly deteriorating moral fiber of today’s society.

However, as new incidents of kids shooting kids are reported and past ones are re-examined, a common denominator is being finally identified in almost all of the shootings and threatening confrontations. In discussions there now are people who voice thoughts that begin to approach the root cause of these incidents. There is finally recognition that the perpetrators were ostracized by their teenage peer community. There is evidence that in many cases these social undesirables had withstood long periods of slights, taunts and even physical abuse by their peers who collectively regarded the outcasts as a lower tier, if not a lower class, in their society.

The problem with unpredictable young people can be encapsulated by the words from a popular old American song: “You have to be a football hero to get along with the beautiful girls.” There is a much broader meaning, characterizing American culture (particularly the culture of the young), contained in the words of that song than what one would notice at first. There are also in that refrain vestiges of the primeval instinctive drive for dominance by the physically fittest in the herd, pack, or tribe. Of course, what comes to us from nature we cannot eliminate, but we learn to control and subdue it. That’s a part of being “civilized”, and culture is one of the instruments we use to do so. But, there is also general esteem of success in competitive activities and adoration of the socially debonair in American culture. This leads to an unwholesome veneration of testosterone-driven athletic triumph, particularly in a team setting. The result is a regression to primitive urges in young males to exact submissive obeisance in all aspects of social interaction from the athletically inferior members of the group. Of course, a problem of this severity has causes that run deeper than just culture. The heinous cold-blooded killings were done by male teenagers who exhibited a complete lack of conscience and none of the basic moral sense of “right” and “wrong”: the universal standards by which we measure our humanity across all cultural borders. We can say that the reasons for the psychopathic behavior by adolescent
males are to be found in some failure or flaw in the moral and cultural areas of human interaction in this society. It is proposed that the societies which we know as the democratic West are now in a hopeless moral crisis, because - so to say - the string has run out, the con based on a hoax that worked literally like a charm for many centuries can now be sold only to the very credulous. It is not the loss of belief in a religious dogma that brings on the crisis. Religions have come and gone throughout history. Rather, it is because moral standards that have been, in this instance, made completely a part of the religious dogma for many centuries, are now being dragged down along with the religious dogma. Therein lies the moral disaster facing Western civilization.

Is there any hope for rejuvenating the moral and ethical development of Western man after centuries of neglect? It is highly unlikely that any thought could be given at this time to starting a mandatory program - call it Moral Duties - that would encompass the best of what both Western and Eastern philosophies can offer; a program that would teach the persuasive logic of a Socrates and a Confucius and gradually imbue the minds and hearts of the children from an early age on with moral and ethical feelings and concepts that are virtuous in their own right and devoid of religious coloration of any kind.

Comprehensive instruction in moral duties would make all children better persons both as individuals and as a society. There would be few psyches that would become twisted because they were starved of moral nourishment. If the young were to be inculcated vigorously with a code of morals and ethics drawn from the best that Western and Eastern philosophies have to offer, it would also eventually modify the American cultural tradition, in which the “testosterone tyranny” that idolizes the male athlete and spurns the physically inept would be moderated by a general awareness in everyone that it is not physical prowess but the practice of the moral virtues that make a human being worthy of admiration.

Cultural traditions are slow to change; so are the moral and ethical traditions; in many respects they are one and the same. Before a program of instruction in the moral duties at schools is possible, there must be a cadre of teachers trained to give it. It is better yet, if the parents of the child also understand and try to live by the moral duties. It would indeed be a miracle if society suddenly comprehended the crying necessity for instructing the young in the moral duties based on the achievements of our own intellect that reach back into antiquity. Perhaps that will happen sooner or later. [31]

**GUIDE**

**WORD STUDY**

1. Find in the article the words to match the following definitions.

a. discussion of a particular subject that often continues for a long time and in which people express different opinions;

b. someone who is not accepted by the people they live among, or who has been forced out of their home;

c. crazy or behaving in a very strange way;

d. the attention that someone or something gets from newspapers, television etc;
e. to express feelings of great sadness about something; to express annoyance or disappointment about something you think is unsatisfactory or unfair;

f. to become worse

g. a situation in which there is a lot of angry disagreement between two people or groups;
h. to try to make someone angry or upset by saying unkind things to them;

i. to defeat or control a person or group, especially using force;

j. to honour or respect someone or something because they are old, holy, or connected with the past;

k. very shocking and immoral;

l. always believing what you are told, and therefore easily deceived;

m. behaving in a very honest and moral way;

2. Give the synonyms to the words.

To deteriorate, subdue, credulous, mandatory, encompass.

3. Insert the pre- and postpositions.

1. The unsatisfying conclusion often reached -- endless debates --- this dilemma is that there seems to be no single answer -- it.

2. There is also an almost universal lament --- the quickly deteriorating moral fiber -- today’s society.

3. There is finally recognition that the perpetrators were ostracized -- their teenage peer community.

4. There are also -- that refrain vestiges -- the primeval instinctive drive -- dominance -- the physically fittest -- the herd, pack, or tribe.

5. That’s a part -- being “civilized”, and culture is one -- the instruments we use to do so.

6. It is not the loss -- belief -- a religious dogma that brings -- the crisis.

7. Is there any hope -- rejuvenating the moral and ethical development -- Western man after centuries -- neglect?

8. Before a program -- instruction -- the moral duties -- schools is possible, there must be a cadre -- teachers trained to give it.

4. Match the words to make phrases.

1. publicity a. confrontation
2. deteriorating b. campaign
3. serious c. crime
4. a heinous d. economy
5. Insert the words.

1. He was accused of a ---crime.
2. Quinn charmed ---investors out of millions of dollars.
3. Drug smuggling carries a ---death sentence.
4. She considered herself very ---because she neither drank nor smoked
5. There has been widespread public ---over the introduction of genetically modified food.
6. Smokers are often treated as social---.
7. She was almost ---with grief.
8. Standards in education have received much ----over the last few years.
9. He ---that people had expected too much of him too soon.
10. If the dispute drags on, conditions in the city could---.
11. She had stayed in her room to avoid another-----.
12. The other children ---him about his weight.
13. Police managed to ---the angry crowd.

Publicity, virtuous, confrontation, outcasts, heinous, mandatory, demented, subdue, lamented, debate, credulous, taunted, deteriorate.

COMPREHENSION

1. Give the answers to the following questions.

1. What testifies that American children are not raised with the right values?

2. What reasons explain the behaviour of unpredictable young men?

3. Are Western societies in a hopeless moral crisis?

4. Are societies in need of religious dogma?

5. What is proposed to implement at secondary schools?

6. What other institutions could help to rejuvenate moral duties?

FOLLOW-UP

Think over and tell to your group mates what ideas you could propose for such school subject as” Moral values and duties”.

TORIES SAY MARRIAGE IS KEY TO ENDING SOCIAL PROBLEMS
PRE-READING TASK

1. Answer the questions.

1. What can you say about a modern family?
2. In what way do modern families differ from the families 20-30 years ago?
3. What are family values?

David Cameron, the Conservative leader, has endorsed a 300-page report published today by former leader Iain Duncan Smith which claims that family breakdowns cause social problems costing more than £20 billion a year. And campaigners for lone parents said the Tories risked stigmatising people who did not live in a traditional family set-up while one think-tank warned that it was naive to think that supporting marriage was the key to easing society’s ills.

Mr. Duncan Smith had been shaken to discover that nearly half of cohabiting couples had broken up by the time their first child was five, whereas the figure for married couples was much lower. This supported his belief that the Conservative Party must ensure their policies supported marriage and encouraged couples to stay together. “If marriage rates went up, if divorce rates came down, if more couples stayed together for longer, would our society by better off? My answer is yes. And so I will set a simple test for each and every one of our policies: does it help families?”

Family breakdown - fuelled by Government policies such as tax credits - had led to the creation of a growing underclass in society and a violent crime wave that was tearing communities apart, according to Mr. Duncan Smith. “As this report shows, children from a broken home are twice as likely to have behavioural problems, perform worse at school, become sexually active at a younger age, suffer depression and turn to drugs, smoking and heavy drinking.” Launching the Breakdown Britain report in central London today, the former leader said some of the issues he had raised might cause colleagues in the party to “swallow hard”, but they would also realise they needed addressing. He said: “This is not about finger-wagging, or telling people they’ve done wrong. What I’m trying to say is that there is a better way. “The modern society, the 21st century society we wish to live in, needs to be more cohesive and balanced than I believe it is at the moment.”

The interim report describes five “pathways to poverty” - family breakdown, educational failure, economic dependence, indebtedness and addictions. It paints a bleak picture of a society which is “breaking down on the margins”, and where the “social fabric of many communities is being stripped away”. The group - which has consulted more than 800 experts and organisations - is expected to propose specific policies when it delivers its final report next year. [28]
COMPREHENSION

1. Answer the questions.

1. Family values are part of common moral values. Is it true?
2. Can you agree that family breakdowns cause social problems?
3. Why do people avoid having a traditional family set-up today?
4. In what way can society benefit from stable marriages?
5. How does family breakdown affect children?
6. Is it possible to make the modern society more cohesive and balanced?

FOLLOW-UP

Think over and suggest your own ways to improve family values as a part of common moral values of the society.
Teenagers as young as 14 are engaging in sex affairs at one of the country's poshest discos, a Sunday World undercover operation can reveal.
This week we expose the Wezz disco being run at Old Wesley Rugby Club in the heart of Dublin.
The alcohol-free disco is for 14- to 16-year-olds and is attended on a weekly basis by some of the city's golden children.
But behind this facade of respectability we can reveal that drink-fuelled girls are eager to indulge in lewd behaviour with young teen boys.
One shocked parent told how she saw a 15-year-old girl and her equally young boyfriend crossing all the lines in a sexual behaviour as they waited at a bus stop after the Wezz disco. The parent explained: "I had gone along to collect my daughter when I saw this unpleasant scene. One girl and her boyfriend went over to the bus stop and while they were waiting for a bus, the girl was ready to perform a sex act on him in full view of other youngsters."
"I was so shocked I went around the block again because I didn't want my daughter to know what I had witnessed."
We also lift the lid on the heavy pre-disco boozing that goes on around the streets of the suburb before these youngsters indulge in lewd acts inside.
Our reporter Gemma Harding (19) went under cover last Friday night to witness for herself the amazing night of debauchery at The Wezz. This is her report.

THEY sport Christian Dior shoes with handbags to match. They spruce up with designer Mac make up. The bling of their Tiffany jewellery can be seen from a distance. No. You're not in a scene from Sex and the City or at a cosmopolitan, star-studded event in New York city.
Welcome to The Wezz disco, in the Old Wesley rugby club in the prestigious Dublin 4 area in Donnybrook.
These teenyboppers -daughters to barristers, politicians, businessmen, accountants, top civil servants, doctors, millionaires and the cream of Irish society - initially give no clue that they are on a drugs and sex orgy.
It was enough to shock me, a 19-year-old journalism student.
What I witnessed at a night out in the Wezz was a seedy world of disgrace, shame, arrogance and debauchery from the "little darlings" of upmarket South Dublin.
There was nothing posh about these drink-filled and sex-fuelled youngsters as their night descended into shame.
Many of them had left home as models of respectability, clad in conservative clothes to fool their gullible parents,
But once out of their Mercs, Audis, BMWs and SUVs, they meet up with their pals and quickly change into skimpy, raunchy gear that leaves little to the imagination.
It is their prelude to an upcoming orgy of drink, drugs and underage sex.

Privileged!
The location, the name, the social class of people expected at the Wezz disco suggests civilisation and sophistication. The venue is in the heart of the richest property belt in the city where even the most modest house is likely to sell for over €1 million.
But the designer brands and the Dart accents clash with the shocking behaviour of this young generation of so-called privileged people. And believe me, I was shocked and stunned by what I witnessed as the night went on.
The flyer advertising The Wezz portrays a picture of a junior disco as a harmonious outlet for youngsters. A safe place, not somewhere that vulnerable 14 and 15-year-olds are exposed to an environment where sex, drink and just about everything sordid is happening.

The advertisement for Wezz promises weekly giveaways of footballs, TVs and soft toys - innocent prizes that should raise the interests of its young clientele. But these youngsters have more adult themes on their minds.

It is just past 7pm on Friday evening in Donnybrook when the flashy cars begin to appear. The swish machines line the streets outside as mummies and daddies wave goodbye to their little angels.

As the cars drive away out of sight, the innocent masks come off only to reveal these angels are about to turn into little devils for the night as the sad reality of modern Dublin 4 teenage life hits home.

Gangs from outside the Old Wesley Rugby Club as alcopops, cans of Bud-emeiser and naggins of vodka are freely passed around for all to see.

Teenyboppers gather in surrounding open areas, side alleys and even on the public street to consume alcohol. It is the beginning of the downward slide.

At the side of the premises before the disco even opens, we observed girls vomiting, some lying on the ground motionless. Hordes of wild teenage boys gulped cans of beer.

Although appearing to be seasoned drinkers, their antics were harmless by comparison to those of their female counterparts.

In hindsight, it seemed to me that the boys needed plenty of beer to give them the Dutch courage to be able handle (literally) - the seductive temptresses they faced when inside The Wezz.

I would later realise that the pre-Wezz drunken fest paved the way for the booze-fuelled groping and debauchery that went on inside the disco.

By now it was nearly 8pm and the hall was beginning to fill as many teens, wearing the scantiest of clothing, staggered drunkenly to the entrance.

They openly laughed and joked in front of the security people, testing each other to see who could walk in a straight line. They were more concerned about who was drunkest than with dodging the security or covering up their mass consumption of alcohol.

Along with a female friend of the same age, I approached the entrance to the rugby club dressed in cropped jeans, a pink sleeveless t-shirt and a pair of silver sandals.

This was a typical outfit worn by a girl of 14, or so I thought, it would have been easier to gain entrance if I looked like a little, semi-naked slapper.

Mounds of make-up, fake tans, mini skirts, bikini tops, killer heels and as much exposure as possible was the order of the night for those around.

Security.

If you wore anything more than the bare necessities, you stuck out like a sore thumb.

The security seemed skeptical about letting my friend and I through. They questioned our ages and sniggered, asking if we thought we were a little too old for the disco.

It seemed that decent clothing and the fact that we were sober had obviously drawn attention to us and caused us to stand out. They advised us that the following night, Saturday, which catered for older teens might be more suitable for us. But, insisting we were 16, having just completed the Junior Cert we were told to take our places in the queue.

Disco

Hormone levels rose on the dance floor which led to the bumping of hips and bumps as Christina Aguilera’s Dirty echoed around the Wezz. Couples danced wildly. They moved rapidly, girls shaking their hair and hands in the air.

Legs wrapped around their boyfriends waists, they bopped to all their favourite songs. The girls’ shameless behaviour sparked the lack of respect shown by their male counterparts.
Brazen antics
Boys and girls were kissing and hugging and ready to perpetrate even disgusting acts in a public place. The few security guards supervising the junior disco remained unfazed even as these youngsters were doing whatever they wanted before their eyes. Nobody seemed to care. These scenes it seemed were all too familiar at the weekly Wezz disco.
As the night progressed, the party mood was dampened as fights broke out among several rowdy, drunken louts. Abusive language was hurled back and forth in attempts to provoke confrontation.
At about 11.30 pm we left the hall as the disco wound down. We made our way out the door along the pavement.

Sick
As we walked along the pavement, it was a totally different world from the one we witnessed earlier in the evening. The make-up was no longer in place, the fake tan was running. Three girls were sitting on steps. One of them was bent over being sick on the pavement. Teenagers staggered along the road, some crying their eyes out, others- vomiting on the street. It was a sorry sight.
Again the fleet of high-powered saloons began to appear. Mums and dads were back to collect their children. Some of them couldn’t spot their “kids” in the crowd of those who stumbled along the road being able to stand with the help of the wall only. When this leafy suburb finally cleared, it resembled the aftermath of a rock concert, not that of a school disco.
As the cars whisked the young dancers home, it seemed to me, that these children despite being born with silver spoons in their mouths, were missing the chance of having a real childhood or a proper transition from young teen to young adult. [27]

GUIDE

WORD STUDY

1. Give the definitions of the following words.

- posh
- gullible
- seedy
- stumble
- to indulge
- debauchery
- horde
- to spruce
- teenybopper
- lewd
- bop
- brazen
- boozing

2. Give the synonyms to the following words.

- seedy
- horde
- to indulge
- lewd
- stumble
- posh

3. Insert the pre- and postpositions.

1. But behind this facade … respectability we can reveal that drink-fuelled girls are eager to indulge … lewd behaviour … young teen boys.
2. We also lift the lid ... the heavy pre-disco boozing that goes ... around the streets ... the suburb before these youngsters indulge ... lewd acts inside.
3. Many ... them had left home as models ... respectability, clad ... conservative clothes to fool their gullible parents.
4. As the cars drive away out ... sight, the innocent masks come ... only to reveal these angels are about to turn ... little devils ... the night.
5. They openly laughed and joked ... front ... the security people, testing each other to see who could walk ... a straight line.
6. Some of them couldn’t spot their “kids” ... the crowd ... those who stumbled along the road being able to stand ... the help ... the wall only.

4. Insert the words into the sentences.

1. Her parents are terribly ---.
2. Ray has enough money to ------- his taste for expensive wines.
3. Although his jokes were a little ----, he always made us laugh.
4. You've been out -------, haven't you?
5. Paul went upstairs to -----up before dinner.
6. He accepted police escorts to whisk him past screaming -------- to court at Wimbledon.
7. We were staying in a ----- hotel in San Francisco.
8. He seemed to treat me as if I were a ----- schoolgirl.
9. There were ---- of people inside the station.
10. Kids ----- happily on the dance floor.
11. His wife could no longer tolerate his ----- love affairs.
12. He ----- upstairs and into bed.

Spruce, gullible, bopped, posh, stumbled, indulge, hordes, seedy, teenyboppers, lewd, boozing, brazen.

COMPREHENSION

1. Answer the following questions based on the text.

   1. What problem is this article dedicated to?
   2. What for did the reporter decide to go to the disco?
   3. How did she describe the audience?
   4. How did young people prepare for the disco?
   5. What was going on inside the disco?
   6. Was the reporter shocked? Why?
   7. How did the security react?
   8. What can you say about the parents of the children who visited the disco?
   9. What were the consequences of the night at the Wezz disco?

FOLLOW-UP

1. Speak out your mind about the following points.
a. Your attitude towards the article.
b. Do you approve of such behaviour of young people?
c. Modern young people in your country: behaviour, lifestyle, interests.
d. Moral values propagated by young people.
CIVILISATION

There is a great debate today about moral and spiritual values in our national life. In the past we could take for granted a huge capital of moral and spiritual culture, in both education and public life. Today a gulf has opened up between knowledge and wisdom. We need to get away from the delusion that just because somebody is informed, that knowledge will automatically translate into wisdom.

Incomparably the most serious thing that is happening is the disintegration of the family. It is no longer seen to be so essential, economically or socially, as it was. It has been enfeebled and undermined, despite the realization that it is the main vehicle for communicating a moral and spiritual ethos between generations.

We cannot have any morality without relationships. As these get frailer and frailer, and people's commitments get more and more threadbare, spiritual and moral ways will also be enfeebled. We are only just beginning to reap the whirlwind.

CONSUMPTION MODEL

We are in an austere period of rediscovering, immensely painfully, all the things that used to be obvious and implicit in the structure of life, including family and church life. Now the only gospel that people respond to is the progressive removal of constraints on the freedom of consumer choice. That goes for morals as well: 'Why can't people be promiscuous? It's not hurting anybody else.' And so we have an ideology, and an economy, which is bent on undoing all the connections which give energy, substance and form to moral and spiritual tradition.

Moral and spiritual tradition was never summed up by transactions; it was always embodied in social relationships. You cannot have morality without community. Yet community has been undermined to the point where everybody is merely a consumer.

The media is one example of this 'conversion' of society to a model of individualistic consumption. The media have become entertainment packages to be sold to individual consumers. We are not very interested in truth. As one of President Reagan's aides said rather meekly, 'The definition of truth is what entertains the audience at the time.'

Politics has also been emptied of meaning. The 'wide blue water' between Britain's two main political parties seems to have been who could lie the most effectively about the scary tax proposals of the other party. Politics is no longer about principles. It is about management. It is about the individual consumer getting an even more prosperous deal, simply because our vision is only focused on consumers and their choices. That is no basis on which to foster a spiritual or moral culture.

If we look at the debate about spirituality in schools, the most that influential people are prepared to say is that spirituality is about developing openness and tolerance. This is profoundly vacuous.

In our post-modern world, we have inherited a prejudice against any continuity, any established moral and spiritual position.

When our divine relationship is so weak we expect too much of one another. We put inappropriate demands on each other. This can lead to a huge oppression, in our unrealistic expectations of human relationships. It can also lead to great disappointments. Then we find it easier to love whales or pandas rather than our fellow human beings.

But this love of the environment and the natural world can also be good in some ways. People start falling in love with the Earth. And in loving the natural world, people discover the sacred. But to discover the sacred we also need silence.

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If we want to be of part a long wave of transformation, rather than a series of gusts of generosity or indignation, we need to be serious about the family, about faithfulness and the marriage vows. We have to prepare people to be critical of the picture that is offered to them of an individual consumer paradise.

**SACRIFICE**

What can the church do about all this? The sheer level of loyalty to Christian churches in Britain is nothing short of a miracle. Every Sunday, some three to four million people attend church. Few others associate on the same level in the public realm for such a positive purpose. The decline of other associations, such as mass political parties, is far more striking. The most important thing the Church can do is to help people form 'schools of relating', to support people in stable family life and in good parenting, and to be faithful to their marriage vows. That is why in my diocese our major effort is going into training the next generation of Christian leaders. The most important thing they can do is to make clear how central the family is to transmitting spiritual and moral values.

There is no family life without sacrifice. There is no communal or economic prosperity without people being prepared to give themselves up for a cause. If we can address these issues effectively, there is immense cause for hope. [33]

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**TODAY’S REALITY**

For centuries the base of all societies has been the family throughout the world. We all needed two parents to be conceived and requiring a great deal of care the two parent family with the differing and valuable contributions from a mother and father were invaluable.

Throughout the western world family values are disappearing as under a mass of pressure from the media, work life, freedom of choice and greed, we have all been hoodwinked into a raft of divorce and dissatisfaction when we should be enjoying life more fully.

People have lost the ability to communicate and to talk openly together, mealtimes are fast food, junk on the lap. Children are increasingly occupied by the television, parents are under stress from two parent working families to bring them the things they imagine they need but never sit down and think if they are all necessary for a happy life.

Lost in the midst of consumerism, humanity is losing itself as we are faced by a barrage of information and supposed time saving devices.

Stop and think, look around and ask yourself, what are the issues that the public are increasingly concerned about?

Rising costs in council taxes, crime, the fear of crime, lost freedom to go as you please, and where in all of this is the family?

Let's contemplate the independent and impartial research, the tools of weapons of family destruction are just not real.

Domestic violence is not a gender issue, women are equally if not more violent than men.

The greatest risk in terms of child abuse is the biological mother, the least risk the biological father.

Suicide rates for men are soaring. Women's longevity is decreasing. People just do not appear happier anymore.

Unless our Government bases it's policies on genuine research, then it may well be that the increase in taxes, and council tax are being met to cover the tracks of the failings of family policy over the last twenty years.

Yes, whilst we need more police to keep crime off the street, some 80% of American criminals
are from broken homes. Teenage pregnancies are directly related to the lose of the biological father, drug and alcohol abuse as well as self harm are also related to the breakdown of the family too.

Women have male relatives, sons, uncles, friends and even husbands. None of this is good for women or for men so we are looking to put the matters right again, so our children will have future...what do you think? [31]
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquisitive</td>
<td>adj., acquisitive crime;</td>
</tr>
<tr>
<td>alienate</td>
<td>v., alienate sb from sth;</td>
</tr>
<tr>
<td>adj., alienated;</td>
<td></td>
</tr>
<tr>
<td>n., alienation; alienation from; sense of alienation;</td>
<td></td>
</tr>
<tr>
<td>beset</td>
<td>v., beset sb with/by sth;</td>
</tr>
<tr>
<td>bitter</td>
<td>adj., a bitter disappointment/blow; bitter enemies; feel ... bitter;</td>
</tr>
<tr>
<td>boozing</td>
<td>n., to be out boozing;</td>
</tr>
<tr>
<td>booze</td>
<td>n., off the booze; on the booze;</td>
</tr>
<tr>
<td>brazen</td>
<td>v., brazen sth out;</td>
</tr>
<tr>
<td>adj., to become/grow more brazen;</td>
<td></td>
</tr>
<tr>
<td>breakdown</td>
<td>n., breakdown in/of, have a breakdown; marriage/marital/family breakdown;</td>
</tr>
<tr>
<td>confrontation</td>
<td>n., confrontation with/between; military/violent/armed confrontation ;</td>
</tr>
<tr>
<td>consumerism</td>
<td>n., uncontrollable consumerism; culture of consumerism;</td>
</tr>
<tr>
<td>credulous</td>
<td>adj., syn. gullible; credulous people;</td>
</tr>
<tr>
<td>debate</td>
<td>n., be open to debate; debate on/over/about; have/hold/conduct a debate; widespread public debate;</td>
</tr>
<tr>
<td>debauchery</td>
<td>n., a life of debauchery; to become debauchery;</td>
</tr>
<tr>
<td>demented</td>
<td>adj., to get/be demented;</td>
</tr>
<tr>
<td>deteriorate</td>
<td>v., deteriorate into sth;</td>
</tr>
<tr>
<td>deviant</td>
<td>adj., deviant behaviour/case;</td>
</tr>
<tr>
<td>erosion</td>
<td>n., cause/prevent erosion; erosion of sth.;</td>
</tr>
<tr>
<td>fraud</td>
<td>n., tax/insurance/credit card etc fraud;</td>
</tr>
<tr>
<td>greed</td>
<td>n., by greed; greed for;</td>
</tr>
<tr>
<td>gullible</td>
<td>adj., to be/feel gullible;</td>
</tr>
<tr>
<td>hate</td>
<td>n., hate for; v., hate sb for (doing) sth; hate to do sth;</td>
</tr>
<tr>
<td>heinous</td>
<td>adj., a heinous crime/activity;</td>
</tr>
<tr>
<td>horde</td>
<td>n., horde of; by horde;</td>
</tr>
<tr>
<td>impetus</td>
<td>n., gave ... impetus to; provide ... impetus for;</td>
</tr>
<tr>
<td>inculcate</td>
<td>v., inculcate sth in/into sb;</td>
</tr>
<tr>
<td>indulge</td>
<td>v., indulge in;</td>
</tr>
<tr>
<td>lament</td>
<td>v., lament the lack/absence/decline etc of sth; lamented the fact that; lament for;</td>
</tr>
<tr>
<td>lewd</td>
<td>adj., a lewd gesture/wink;</td>
</tr>
<tr>
<td>lust</td>
<td>n., lust after for sb/sth;</td>
</tr>
<tr>
<td>mandatory</td>
<td>adj., mandatory for;</td>
</tr>
<tr>
<td>massacre</td>
<td>n., massacre of;</td>
</tr>
<tr>
<td>v., to massacre; to be massacred by/in;</td>
<td></td>
</tr>
<tr>
<td>outcast</td>
<td>n., to be/become an outcast;</td>
</tr>
<tr>
<td>paramount</td>
<td>adj., of paramount importance;</td>
</tr>
<tr>
<td>parlous</td>
<td>adj., parlous state;</td>
</tr>
<tr>
<td>plethora</td>
<td>n., a plethora of sth;</td>
</tr>
<tr>
<td>plight</td>
<td>desperate plight; economic plight; plight of;</td>
</tr>
<tr>
<td>pluralism</td>
<td>n., cultural pluralism; pluralist society;</td>
</tr>
</tbody>
</table>
posh adj., to be terribly posh;

promiscuous adj., to be promiscuous;
 n., promiscuity;

publicity n., bad/good/unwelcome publicity; despite/without publicity;
 publiccity for;

rampant adj., rampant corruption, inflation;

reconciliation adj., reconciliation between/with; national, racial reconciliation;

schism n., schism between, in;

scourge v., n., the scourge of war;

seedy adj., a seedy neighborhood, a seedy nightclub;

slay v., slay by/in;

sleaze n., political sleaze scandals;

spawn v., to spawn the crisis; to spawn corruption;

spruce v., spruce sb/sth up;

stab v., stab sb in the back=to betray; stab sb in the heart/arm etc;
 stabbed to death;

stumble v., stumble in/out/ across/ over/on; to stumble over the step;

subdue v., to subdue the rebels; to subdue the tone;

taunt v., taunt sb about sth; taunt sb with sth;

tenet n., central/basic/fundamental tenet;

value n., moral values; traditional values; family values;

virtuous adj., virtuous circle, man;

wipe v., wipe sb/sth out; wipe sth from your mind/memory;
THE PROBLEM OF DRUG ABUSE

The problem of drug abuse, the use of drugs for pleasure, is common in Britain and the US, especially among young people, but using drugs is illegal in both countries. Most teenagers try drugs before they leave school, and many of them use drugs regularly. There is also concern that younger children are being offered drugs. Drugs are much more widely available today than they were 20 years ago and can be easily obtained from pushers on the streets, in schools, at night clubs and elsewhere.

Many different drugs are available, each known by a variety of slang names. They include amphetamines (uppers or speed), barbiturates (barbs or downers), cannabis (marijuana, dope, grass, pot or weed), cocaine (coke, crack, ice or snow), heroine (junk or smack), LSD (acid), and also benzodiazepines which are sometimes prescribed by doctors as tranquillizers. Other drugs include mescaline, methadone, morphine, nitrates (poppers), and phencyclidine (angel dust or PCP). Some children experiment with glue sniffing (breathing in the gas given off by strong glue). One of the most fashionable drugs of the 1990s was MDMA, better known as Ecstasy or E. Using Ecstasy has led to highly publicized accidental deaths.

Many people are concerned about the problems associated with drug-taking. The main worry is that using drugs often leads to addiction, poor health, and even death. Reflecting public concern, the courts have taken a tough attitude towards pushers and drugs barons, the people who supply drugs to the pushers. Addicts are less severely punished but are encouraged to get medical treatment and attend rehabilitation centres.

Drug-taking is blamed for a lot of crimes, as addicts sometimes steal in order to get money to buy drugs. Also, criminal organisations that sell drugs use violence to prevent others selling them. In the 1980s these problems caused the US government to begin the War on Drugs and it set up the Office of National Drug Control Policy in 1988. But not everyone supports the programme: many young people say that they can use drugs without becoming addicted. They also say that it is wrong for alcohol, also an addictive drug, to be legal, while the drugs they enjoy are not. In Britain there have been many campaigns to try to reduce drug use, and in 1998 the government appointed a drug czar to lead the fight against drugs.

There are often calls in both Britain and the US for soft drugs, the less harmful drugs such as cannabis, to be made legal, but this is resisted by many experts on the grounds that people taking them are likely to go on eventually to hard drugs, the more dangerous drugs such as heroin. People who want drug-taking to be legalized say that making tougher laws against using drugs has not worked, and that many of the problems associated with drugs would be solved if it were legal to use them. For instance, the government would be able to control the supply of drugs, and their quality and price. Criminal organisations would no longer be involved, and that would help reduce violence. The government could put a tax on drugs, as is the case with tobacco and alcohol, and the money could be used to help pay for medical treatment for people who become addicted. But many people are worried by the increasing use of drugs and don’t believe that legalizing them is a solution. In Britain, the possession of cannabis was made a less serious crime in 2004. [26]

GUIDE

WORD STUDY

1. Find in the article the words to match the following definitions.
a. someone who sells illegal drugs;
b. to get something that you want, especially through your own effort, skill, or work;
c. to make someone feel worried or upset;
d. to provide people with something that they need or want, especially regularly over a long period of time;
e. someone who is unable to stop taking drugs;
f. to help someone to live a healthy, useful, or active life again after they have been seriously ill or in prison;
g. causing or likely to cause harm;
h. relating to crime;

2. Give the synonyms to the words.
Available, to obtain, to concern, to supply, harmful.

3. Give the antonyms to the words.
Pleasant, legal, available, encourage, reduce, resist, increase.

4. Insert the pre- and postpositions.

1. Many different drugs are available, each known -- a variety -- slang names.
2. Using Ecstasy has led -- highly publicized accidental deaths.
3. Drug-taking is blamed -- a lot of crimes, as addicts sometimes steal -- order to get money to buy drugs.
4. The government could put a tax -- drugs, as is the case -- tobacco and alcohol, and the money could be used to help pay -- medical treatment -- people who become addicted.
5. They also say that it is wrong -- alcohol, also an addictive drug, to be legal, while the drugs they enjoy are not.

5. Insert the words.

1. That, he said, suggests better chances for ---injured patients.
2. Doctors have warned against the ---effects of smoking.
3. They set up a pressure group that is campaigning to make cannabis---.
4. I was sure he was involved in some kind of ---activity.
5. Denmark recently ---marriage between gay couples.
6. Drugs like heroin are readily--- on the streets.
7. We're very pleased and need to catch the ---and users of crack.
8. Scientists in Brazil are ---medicines from plants.
9. Kate's behaviour at school is starting to ---her parents.
10. They were arrested for ---drugs to street dealers.
11. A lot of women drug ---become prostitutes in order to get money to buy---.

Available, supplying, harmful, obtaining, legal, legalized, addicts, drugs, criminal, Rehabilitating, pushers, concern.

6. Make derivatives of the words.

To please, to use, addict, resist, legal.
COMPREHENSION

1. Answer the questions.

1. Does the problem of drug abuse exist in Britain and the US?
2. Is it difficult to obtain drugs today?
3. What drugs are available?
4. What are the main people’s concerns connected with drugs?
5. How do the courts treat people involved in drug business?
6. What is drug-taking blamed for?
7. Are any steps taken by the governments helpful?
8. What reasons are given by people to support the legalization of drugs?
9. What benefits could societies get from the legalization of drugs?

FOLLOW-UP

Make up your own list of advantages and disadvantages of the legalization of drugs and discuss it in the group.
**PRE-READING TASK**

1. Answer the questions.

1. What do you know about drugs?
2. What definition of the word drug can you give?
3. What is addiction?

“Everyone takes drugs.” That sweeping statement may be used to induce the naive to experiment with illicit drugs. But depending on how we define “drugs” those words contain an element of truth.

The term “drug” is defined as “Any chemical substance, whether of natural or synthetic origin, which can be used to alter perception, mood or other psychological states”. That is a useful, broad description of what are called psychoactive drugs, although it does not cover many medicinal drugs used for physical ailments.

According to that definition, alcohol is a drug. The danger lies in its immoderate use, which is evidently increasing. A survey of colleges and universities in a Western country found that “binge drinking is the most serious drug problem on college campuses”. (Binge drinking was defined as “consuming 5 or more drinks in a row for men, and 4 or more for women”). The survey revealed that 44 percent of students were binge drinkers.

Like alcohol, tobacco is legally available, although it contains a powerful poison, nicotine. According to the World Health Organization, smoking kills about 4 million people a year. Yet, tobacco barons are wealthy, honored members of the society. Cigarette smoking is also highly addictive, perhaps more so than the use of many of the illegal drugs.

In recent years numerous countries have curbed tobacco advertising and imposed high prices on cigarettes. Smoking has been forbidden in many public places so as to protect those people who don’t smoke from inhaling harmful smoke.

Doctors may at times prescribe drugs too easily, or they are pressured by patients to prescribe drugs that are not necessary. Even nonprescription drugs, such as aspirin and paracetamol, if abused can lead to serious health problems. Over 2000 people worldwide die each year as a result of misusing paracetamol.

According to earlier definition, the caffeine in tea and coffee is also a drug, although we hardly regard it as such when drinking our favorite breakfast brew. And it would be absurd to view socially acceptable drinks like tea or coffee in the same light as hard drugs like heroin.

Nevertheless, according to some health experts, if you habitually drink more than 5-7 cups of coffee a day, it may be harmful for your health.

More and more attention is drawn to the problem of drugs in sports. This was highlighted at the 1998 Tour de France when the nine cyclists of the top team were expelled for using performance-enhancing drugs. Athletes have devised various ways to counter drug tests. Some have even gone so far as to have “urine transplants”, meaning that someone else’s “clean” urine is inserted into their bladder via a catheter, an often painful procedure.

We have yet to deal with the bewildering array of illicit drugs used for “recreational” purposes. These include marijuana, ecstasy, LSD, uppers (stimulants like cocaine and amphetamines), downers (depressants like tranquilizers), and heroin. Not to be forgotten are various inhalants, such as glue and gasoline, that are popular among the young. Of course, these inhalants are not banned substances and are readily available.

The common notion of an emaciated drug addict shooting up in a dingy room can be deceptive. Many on drugs are still able to function relatively normally in everyday life, although their addiction must affect the quality of their life to a greater or lesser degree. Nevertheless, we can’t minimize the dark side of the drug scene. One writer describes how some cocaine users “are
capable of ‘shooting up’ dozens of times in a single session, converting their bodies into needle-pricked, bloody, and bruised messes”.

The UN Research Institute for Social Development pointed out that “drug producers and traffickers have organized themselves on a global scale and put a significant proportion of their drug profits in financial centers offering secrecy and attractive investment returns. Drug traffickers are now able to launder illicit profits by moving money around the world electronically with few national controls”.

It appears that many Americans may handle cocaine daily, albeit unknowingly. Most American bank notes bear traces of the drug.

The fact is that today the use of drugs, including illicit drugs, has become acceptable to many, viewed as a part of everyday life. Considering the widely publicized damage caused by illicit drugs as well as tobacco and alcohol, the obvious question is: “Why do people abuse them?” As we ponder this question, it is a good time to reflect on our own views about drugs. [22, p.4-5]

GUIDE

WORD STUDY

1. Give the definition of the following words.

   to induce  
   to increase  
   to curb

   to shoot up  
   to launder  
   to abuse

2. Give the synonyms to the words.

   To induce, illicit, to alter, to increase, immoderate, to curb, to handle.

3. Insert pre- and postpositions.

   1. According … that definition, alcohol is a drug.
   2. A survey … colleges and universities … a Western country found that “binge drinking is the most serious drug problem … college campuses”.
   3. … recent years numerous countries have curbed tobacco advertising and imposed high prices … cigarettes.
   4. Doctors may … times prescribe drugs too easily, or they are pressured … patients to prescribe drugs that are not necessary.
   5. Nevertheless, according … some health experts, if you habitually drink more than 5-7 cups … coffee a day, it may be harmful … your health.
   6. More and more attention is drawn … the problem of drugs … sports.
   7. We have yet to deal … the bewildering array … illicit drugs used … “recreational” purposes.
   8. Drug traffickers are now able to launder illicit profits … moving money around the world electronically … few national controls.

COMPREHENSION

1. Answer the following questions.

   1. What does the term “drug” stand for?
2. Is alcohol dangerous? Why?
3. What is “binge drinking”? Is it a problem?
4. How is smoking viewed today?
5. Why is the problem of drugs in sports so urgent?
6. What illicit drugs are widespread nowadays?
7. What future can await a drug addict?

FOLLOW-UP

Give your own opinion about the following points:

a. Drugs in the modern world.
b. Different kinds of drugs.
c. Drugs in sport.
d. Drug trafficking is a lucrative business.
DRUGS: WHY DO PEOPLE ABUSE THEM?

PRE-READING TASK

1. Answer the questions.
   1. Why do people take drugs?
   2. What is addiction?
   3. Is it possible to come off drugs?

"Jane, who is 13, and my best friend’s sister invited us to their apartment to spend an evening. Everyone started to smoke marihuana. At first I refused it, but after several tries I eventually got used”. That was how Mike explained his introduction to the world of drugs.

Warren, a Canadian, is from a conservative family professionally involved in classical music. He played in orchestra, and one of the musicians smoke marihuana regularly. He persistently offered it to Warren during a period of months. Eventually Warren began using it regularly.

All these individuals went on to use drugs such as LSD, opium, and stimulants. Now as former drug users they agree that the influence of someone was the main reason they started to use drugs.

Music culture also plays a major role for many people on drugs, and the young are especially susceptible. Additionally, they are led with the examples of their idols from the entertainment world, who have a great influence over their young fans. Entertainment industry is particularly connected with drug abuse. Top performers on the music scene often become involved with heavy drugs at some stage in their career. Many film stars are also habitual drug users. Entertainers can give drugs a glamour and appeal that youths seem to find irresistible. In other words, the drug scene is glamorized in magazines, films, and television. Likewise, some prominent designers in the fashion world have favored models with the thin, wasted look, in imitation of the addicted.

But still, why do some get hooked?
Numerous factors contribute to increasing drug abuse: disillusionment, depression, lack of purpose in life. Additional reasons are economic problems, unemployment, poor parental examples. Some who have difficulty with human relationships use drugs to help them cope in social situations. They believe that drugs boost their confidence, making them feel witty and likable. Others simply find it easier to use drugs than to accept responsibility for taking control of their lives.

Boredom and lack of parental supervision is another reason youths turn to drugs. Boys and girls come home after school to empty houses. They are lonely and don’t want to be alone. With their friends they watch TV, cruise the Internet looking for excitement. Smoking, drug use, drinking can easily become part of this picture.

Once hooked, many continue to use drugs for a simple reason: they enjoy it. They find themselves in a dream world, can escape from any pressures, they never feel threatened. Everything seems to be beautiful and hilarious.

Warnings about the harm drugs can do just don’t scare youths. They turn to have an “it won’t happen to me” attitude or just ignore any warnings. Young people are so resilient and full of vitality that they don’t believe their health will suffer. This feeling of “invulnerability” is very common in adolescence. Teenagers view lung cancer, alcoholism, drug addiction as things that happen to people who are older, not to them. Many are simply unaware of the dangers, as illustrated by popularity of the drug ecstasy.

The amphetamine-based drug MDM known as ecstasy, is commonly used at night dance sessions called raves. The users promote the impression that taking ecstasy is a safe way to experience a euphoric feeling plus a bonus of boundless energy to dance the night away. The
drug helps dancers to keep going for hours until they finally experience a “trance-like state of incredible warmth and love”.

Brain scans of regular ecstasy users have provided evidence that it is not the harmless drug sellers claim to be. It damages nerve fibers in the brain and reduces serotonin levels. In time, this may lead to disorders like depression and memory loss. Death is also possible when drug dealers mix ecstasy with heroin to hook their clients.

There are clearly many reasons why people abuse drugs. But these are all symptoms of a deeper problem, a root cause. Writer Ben Whitaker hinted at this: “The contemporary expansion of drug use is a warning signal of weaknesses and faults in our society, besides loneliness and despair: why otherwise should a significant number of talented and privileged people prefer drugs to the reality of the present day?”

This is a good question, which makes us realize that our materialistic society often fails to meet our emotional and spiritual needs. Even most religions have not been able to fill those needs because they have overlooked the root cause of man’s problems. [22, p.6-8]

GUIDE

WORD STUDY

1. Find the words in the text to match the following definitions:

   a. the need to take a harmful drug regularly, without being able to stop;
   b. an attempt to do something; a test of something to see if it is suitable or successful or to find out if you like it;
   c. likely to suffer from a particular illness or be affected by a particular problem;
   d. extremely funny;
   e. strong and not easily damaged by being pulled, pressed etc;
   f. great energy and eagerness to do things;
   g. feeling very happy and excited;

2. Give the synonyms from the text to the following words.

   1. sensitive 4. merry
   2. to lift 5. cheerful
   3. manage 6. vivacity

3. Insert the particles.

   1. to be addicted - sth. 5. to get hooked - sth.
   2. to come - sth. 6. to be susceptible - sth.
   3. to get used - sth. 7. to be unaware - sth.
   4. to contribute - sth. 8. to prefer sth.- sth.

4. Fill in the words.
1. You should read this book - it's ------.
2. The enemy proved far more ------ than expected.
3. Eventually she managed to overcome her ------ to alcohol.
4. Don't give up yet - have another ------.
5. Scientists are ------ at the success of the test.
6. Older people are more ------ to infections.
7. Despite her eighty years, Elsie was full of ------.

Try, vitality, hilarious, susceptible, resilient, euphoric, addiction.

COMPREHENSION

1. Answer the following questions.

1. What or who can popularize drugs?
2. What are the main reasons of drug abuse? Give your own opinion.
3. What effects are given by drugs?
4. Are anti-drug warnings of any use?
5. What is ecstasy? Why is it so popular?
6. What steps should be undertaken to prevent drug abuse?

FOLLOW-UP

1. Make up your own plan of anti-drug campaign, using the next points:

a) the place and time of your campaign;
b) members of your team;
c) resources used to carry out the campaign (meetings, video, demonstration, etc.);
d) the audience your campaign is aimed at;
e) any predictable results;

2. Make up the summary of the text.
To a parent of teenagers or young adults, few terrors are greater than drugs. After all, some drugs can kill people, and the long-term effects of most on health are uncertain. No wonder politicians are so hesitant to urge the liberalisation of drugs laws, or stop short at recommending the decriminalisation of cannabis — an illogical policy that means allowing the possession of small amounts but not the sale.

Some, however, argue for scrapping the drugs laws on the grounds that they don’t work anyway. Certainly, they haven’t prevented the growth of a vast global industry. Its retail sales, according to estimates are probably worth about $150 billion. That is much lower than the UN’s estimate and worth half the sales of the legitimate global pharmaceutical industry.

Moreover, prices of cocaine and heroin have fallen sharply in the past couple of decades, strongly suggesting that the supply of drugs has increased, not fallen. Billions of dollars poured into the war on drugs have not stopped the flow.

Illegal drugs may be falling in price, but they continue to cost vastly more than their raw materials. A Colombian peasant gets about $610 for a kilo of coca leaves, and by the time the stuff reaches the street in the United States, a kilo of cocaine powder sells for $110,000. This astonishing mark-up on a simple crop is largely the result of risks involved in transporting and distributing it.

Remove drugs laws, and the price would certainly fall further. As with tobacco, taxes might recapture some of the margin (better that the money should go to finance government than gangsters), though probably not the whole amount.

Undoubtedly, more people would take drugs if they were readily available and socially more acceptable. As a proportion of users of any drug tends to become dependent on it, the number of addicts would rise, too. In that sense, the fears of parents about scrapping laws are entirely justified.

But that is not the whole story. First, there is an issue of principle. Many people share the view of John Stuart Mill, whose famous essay “On Liberty” argued that a person should be allowed to harm himself, as long as he did no harm to others. “Over himself, over his own body and mind”, wrote Mill, “the individual is sovereign”.

Governments sometimes take that view, too. They allow their citizens to do all sorts of dangerous things. Insurance companies and mothers might be alarmed by such activities, but governments rightly tolerate them.

True, Mill believed that children needed special protection. And others argue that addicted drug users are not taking rational decisions, and therefore ought to be protected from themselves.

To that there are two responses. First, only a minority of drug users (about 35 per cent in the case of heroin; fewer for other drugs) become dependent. And, second, nicotine appears to be far more addictive even than heroin, and yet society is rightly willing to tolerate its use.

The answer is not to ban drugs but to offer good health education and treatment for those who want to give up. Both would be easier to provide if drugs were legal. It is hard at the moment, for example, for schools to tell children: “If you must take ecstasy, drink plenty water”.

Beyond the principal, there are practical considerations. Drug bans disproportionately hurt poor countries, and poor people in rich countries. Indeed, most drugs exports come from a handful of poor countries: about two-thirds of the world’s heroin appears to originate in Afghanistan and most of the rest from Burma; about four-fifths of coca from Colombia.

Drugs money corrupts the police and undermines the state in countries through which it passes, such as Mexico and in the Balkans.

Chemicals used to try to stamp out illegal crops poison land and make people ill. Drug production also encourages local consumption - most of the world's drug users live in poor countries - and drugs use in the case of heroin, is a powerful force for the spread of HIV/AIDS.

In rich countries, the most visible (and so vulnerable) end of the drug trade tends to be in the hands of the poor. The drugs bosses do business safely with a mobile phone, while their
underlings at the bottom of the pyramid are out on the streets. So, it is the poor and the young members of racial minorities who tend most often to get into trouble with the police.

Nowhere does that have more devastating consequences than in the United States, where roughly one prisoner in four is locked up for a (usually non-violent) drugs offence. A disproportionate number of those are black. A report by the Sentencing Project, a group lobbying for criminal-justice reform in America, finds that black people usually account for 13 per cent of monthly drug users; 35 per cent of those arrested for possessing drugs; 55 per cent of those convicted; and 74 per cent of those sentenced to prison. There, a whole generation of ethnic-minority youngsters learn skills that guarantee a life of misery for them and those around them.

Removing the ban on drugs would allow police to concentrate on arresting those who behaved badly because of their drug-taking: for example, thieves and those who drive while drugged. In fact, drugs seem to cause far less crime than alcohol does. Even in Soho, probably Europe's largest drugs market, the police have far more trouble from the aggression caused by drinking than from bad behaviour by junkies.

But there is an even more important benefit from legalization. Precisely because the drugs market is illegal, it cannot be regulated. It is not possible to pass laws that discriminate between availability to children and adults. Governments cannot set minimum quality standards for cocaine, say users can't sue anyone if they buy substandard or contaminated drugs. No warning label can be fixed to a pack of ecstasy tablets, telling asthma sufferers not to use them, or giving their strength and a reasonable dosage.

This lack of regulation increases the dangers of drug-taking though they should not be exaggerated. With the exception of heroin drugs contribute to far fewer deaths among their users than either nicotine or alcohol. Indeed, in the US, tobacco kills proportionately more of its users than heroin does.

Most deaths occur when the user takes some additional risk. As the widely respected European Monitoring Centre for Drugs and Drug Addiction says in a recent report: "Acute deaths related solely to cocaine, amphetamines or ecstasy are unusual, despite the publicity they receive." The risks of drug-taking are greatest, of course, to young and incompetent users who may not know how much to take, or in what circumstances, or whether what they are buying is contaminated by a cheaper toxic substance. And the risks are further compounded by the fact that illegality also puts a premium on selling strength: for example, it encourages dealers to sell and users to buy crack(concentrated) cocaine rather than the ordinary sort.

Exactly the same thing happened in the years of Prohibition on alcohol in the US in the 1920s. Consumption of beer declined; consumption of hard liquor increased.

But how, if voters accepted the case for legalisation, should we get there from here? When, in the 18th a powerful new intoxicant became available, the impact was disastrous: it took years of education before gin ceased to be Hogarthian threat to social order. Similarly, it will take time for conventions governing sensible drug-taking to develop. All these points to a strong case for moving gradually.

So does the fact that a century of illegality has deprived governments of much information that good policy requires. Academics have found it hard to do good research, either because governments balk at the implications or simply because of the difficulty of gathering evidence. The right approach is therefore the one adopted by the wise Swiss, who have formally set up clinics to provide heroin to addicts who cannot be treated any other way.

Then there is the question of how to distribute. The thought of "Heroin on the shelves at Sainsbury's adds to the terror of the prospect of legality. However, just as legal drugs are available through different channels - caffeine from Pret a Manger, alcohol only with proof of age, valium only on prescription - so drugs that are now illegal might one day be distributed in different ways, based on evolving knowledge of their potential for harm.

Different countries should experiment with different solutions. At present, many are bound by a 1988 United Nations convention that hampers even modest moves towards liberalisation by
insisting that countries should not allow drugs to be bought and sold. It is causing particular problems for the Swiss, who are considering a law to allow the growing and sale of cannabis — though to Swiss citizens only, to discourage "drug tourism". The convention urgently needs amending.

Of course, legalising will not be easy. It involves allowing people to take risks, and society is increasingly risk-averse. But the task of government should surely be to prevent the most unruly drug users from harming others; to help to provide education and treatment for those who want to end drug dependency; and to regulate drug markets to ensure minimum quality and safe distribution.

While the police spend their time chasing youngsters who sell cannabis - usually less harmful than whisky — such policies are difficult to implement. Regulation is impossible. Yet a legal market is the best guarantee that drug-taking will become no more dangerous than drinking alcohol or smoking tobacco. Just as countries rightly tolerate those two vices, so they should tolerate those who sell and take drugs. [28]

GUIDE

WORD STUDY

1. Match the words with the definitions.

| a. to tolerate | e. dosage | i. supply |
| b. to treat    | f. contaminate | j. ban |
| c. addict     | g. decriminalization | k. dependence |
| d. liberalization | h. intoxicant |

1. Liberalize- to make a system, laws, or moral attitudes less strict;
2. Decriminalize- to state officially that something is not illegal any more;
3. Supply- food, clothes, and things necessary for daily life or for a particular purpose, especially for a group of people over a period of time;
4. Addict- someone who is unable to stop taking drugs;
5. Dependence- when someone is addicted to drugs or alcohol;
6. To tolerate- to allow people to do, say, or believe something without criticizing or punishing them;
7. Ban- an official order that prevents something from being used or done;
8. Contaminate- to make a place or substance dirty or harmful by putting something such as chemicals or poison in it;
9. Dosage- the amount of a medicine or drug that you should take at one time, especially regularly;
10. Intoxicant- something that makes you drunk;
11. To treat- to behave towards someone or something in a particular way;

2. Make derivatives of the words.
   Treat, addict, liberalize, tolerate, depend.

3. Insert the words.
   1. Drinking water supplies are believed to have been------.
2. He was recommended a high ****of morphine.
3. Certain ****are culturally approved, and therefore acceptable.
4. Amy's ****him really badly - no wonder he's upset.
5. Both candidates promised to ****trade laws to allow for more imports.
6. He has openly said that he favours ****soft drugs.
7. Food ****in the camp were already running out.
8. Heroin ****run an increased risk of getting AIDS.
9. The clinic treats people affected by drug****.
10. Drug dealers will not be ****in this community.
11. The city has imposed a**** on smoking in all restaurants.

Ban, liberalize, dosage, treat, addicts, tolerate, decriminalizing, supplies, contaminate, intoxicants, dependence.

4. Insert the pre- and postpositions.

1. Exactly the same thing happened ... the years of Prohibition ... alcohol in the US ... the 1920s.
2. Billions ... dollars poured .... the war ... drugs have not stopped the flow.
3. This astonishing mark-up ... a simple crop is largely the result ... risks involved ... transporting and distributing it.
4. Chemicals used to try to stamp ... illegal crops poison land and make people ill.
5. So, it is the poor and the young members ... racial minorities who tend most often to get ... trouble ... the police.
6. With the exception ... heroin drugs contribute ... far fewer deaths among their users than either nicotine or alcohol.
7. Different countries should experiment ... different solutions.
8. Similarly, it will take time ... conventions governing sensible drug-taking to develop.

COMPREHENSION

1. Answer the questions.

1. Why are politicians so hesitant to urge the liberalisation of drugs laws?
2. What does the decriminalization of cannabis mean?
3. Why do some people consider drugs laws useless?
4. What was the reason of the fall in prices on cocaine and heroin?
5. What does the price on hard drugs consist of?
6. What consequences the removal of drugs laws may lead to?
7. What principles were stated in a famous essay “On Liberty”?
8. Why ought addicted drug users be protected from themselves?
9. Only a minority of drug users become dependent. Do you agree?
10. What is proposed for those who want to give up?
11. Do you agree that drug bans hurt poor countries?
12. Describe the drug trade in rich countries.
13. What advantages will police have if drugs ban is removed?
14. What other benefits of legalization were mentioned in the article?
15. What was said about deaths related solely to drugs?
16. Why drugs laws must be adopted gradually?
17. Do you approve of the approach adopted by the Swiss?
18. In what way should legalized drugs be distributed?
19. Why should different countries experiment with different solutions?
20. Name the main difficulties of drug legalization.

FOLLOW-UP

Organize in your group the discussion on the topic “Legalization of drugs: pros and cons”.
THE NETHERLANDS

In order to appreciate the Dutch approach to drug policy, certain characteristics of Dutch society must be kept in mind. The Netherlands is one of the most densely populated, urbanized countries in the world. It has a population of 15.5 million, occupying an area of no more than 41,526 km². The Dutch firmly believe in the freedom of the individual, with the government playing no more than a background role in religious or moral issues. A cherished feature of Dutch society is the free and open discussion of such issues. A high value is attached to the well-being of society as a whole, as witness the extensive social security system and the fact that everyone has access to health care and education.

During the 1970's a violent heroin market led the Dutch government to establish a drug policy working group which came to be known as the Baan Commission. Its recommendations largely determined the course of the Netherlands' drug policy. The core features of the Dutch system as established by the Baan Commission are rooted in the concept of harm reduction, i.e., the minimization of the risks and hazards of drug use rather than the suppression of all drugs. Dutch drug policy gives priority to health care and prevention while, simultaneously, directing aggressive enforcement measures against organized crime.

A wide range of harm reduction interventions are in use in the Netherlands. Methadone maintenance is available on demand. In 1998, a number of Dutch cities started experimenting with prescribing heroin, in combination with methadone, on medical grounds. Approximately 750 addicts are involved in the comparison of treatment with methadone and treatment with methadone and heroin, the experiment is still ongoing and a comprehensive evaluation has yet to be published.

To prevent HIV/AIDS and hepatitis B and C, syringe exchange programs were developed in the 1980s; today, 130 programs are operating in 60 Dutch cities and towns.

With respect to the supply side of the drug market, Dutch drug policy reflects the international repressive norm. On the demand side of the equation, however, a unique approach is evident. The Dutch policy recognizes that drug use may often just be a youthful indiscretion, but emphasizes compassion and treatment for those who develop drug use problems. Using this pragmatic approach, the government sets clear priorities based on the perceived risks of particular drugs. Public health is the overriding concern.

Key elements of the Dutch drug policy include: the central aim is the prevention or alleviation of social and individual risks caused by drug use; there must be a rational relation between those risks and policy measures; a differentiation of policy measures must also take into account the risks of legal recreational and medical drugs; repressive measures against drug trafficking (other than trafficking of cannabis) are a priority; and the inadequacy of criminal law with respect to other aspects (i.e., apart from trafficking) of the drug problem is recognized.

A key aspect of Dutch drug policy is the notion of market separation. By classifying drugs according to the risks posed and then pursuing policies that serve to isolate each market, it is felt that users of soft drugs are less likely to come into contact with users of hard drugs. Thus, the theory goes, users of soft drugs are less likely to try hard drugs. Possession of small amounts of cannabis for personal use has been decriminalized in the Netherlands. The sale of cannabis is technically an offence under the Opium Act, but prosecutorial guidelines provide that proceedings will only be instituted in certain situations. An operator or owner of a coffee shop (which is not permitted to sell alcohol) will avoid prosecution if he/she meets the following criteria: no more than 5 grams per person may be sold in any one transaction; no hard drugs may be sold; drugs may not be advertised; the coffee shop must not cause any nuisance; no drugs can be sold to minors (under age 18), nor may minors enter the premises; and the municipality has not ordered the establishment closed.

Separating the markets by allowing people to purchase soft drugs in a setting where they are not exposed to the criminal subculture surrounding hard drugs is intended to create a social barrier that prevents people experimenting with drugs like heroin, cocaine and
methamphetamine, drugs deemed an "unacceptable risk." Decriminalization of the possession of soft drugs for personal use and the toleration of sales in controlled circumstances has not resulted in a worryingly high level of consumption among young people. The extent and nature of the use of soft drugs does not differ from the pattern in other Western countries. As for hard drugs, the number of addicts in the Netherlands is low compared with the rest of Europe and considerably lower than that in France, the United Kingdom, Italy, Spain and Switzerland. Dutch rates of drug use are lower than U.S. rates in every category. [34]

**COMPREHENSION**

1. Answer the questions.

1. What are the core features of the Dutch system?
2. What methods are used in the Dutch policy?
3. What does this policy emphasize?
4. Enumerate the key elements of the Dutch drug policy?
5. What was the result of decriminalization of soft drugs?
6. Do you approve of such an approach?
7. What kind of drug policy could work in our country?
8. Are other countries ready to legalize at least soft drugs?
9. Is legalization the only way out?
THE HAZY ISSUE OF WEED AND WORK

More people are smoking weed these days, sparking a haze of complications and confusion in the workplace.

A growing number of states in the US – and countries around the world – are legalising or decriminalising recreational and medical marijuana, forcing businesses to grapple with how to deal with employees who use the drug and could come to work still feeling its mind-altering effects.

But unlike alcohol or many other drugs, marijuana stays in a person’s system for weeks or months after usage, which creates a tricky situation for workplace drug tests. It’s entirely possible that employees could use marijuana in their personal time in a state or country where it’s entirely legal to do so – and be fired for testing positive on a drug test when they’re back at work days or weeks later.

The proliferation of different, sometimes conflicting laws and policies on marijuana use is especially vexing for companies operating across the globe – or even just in multiple states within the US.

In the US, marijuana is illegal under federal law, but 30 states and the District of Columbia have legalised it for medical or recreational purposes. More than 20% of American adults use marijuana and 14% do so regularly, according to a survey this year by Yahoo News and Marist College in Poughkeepsie, New York. And marijuana use is expected to jump significantly over the next few years in North America. Voters in California, by far the largest state with nearly 40 million residents, legalised recreational marijuana last November. Meanwhile, Canada is poised to legalise cannabis for recreational purposes next year. (Both California and Canada long ago legalised the drug for medical treatment.)

Marijuana use, however, is still illegal in many countries, including the UK, France, Ireland, Indonesia, China, Japan, South Korea and Saudi Arabia. But personal use in varying quantities has been decriminalised in such countries as Italy, Mexico, Argentina, Austria, Chile, Colombia, the Netherlands, Spain and Switzerland, while medical use of the drug is legal in many countries, including Australia, the Czech Republic, Germany and Turkey. Uruguay became the first country to fully legalize the production and sale of recreational marijuana. Pharmacies began selling the drug there this month.

“You almost need counsel in each country you operate in so that you set up a workplace drug policy that won’t violate that country’s laws,” says Tony Fiore, a lawyer at Kegler Brown Hill & Ritter in Ohio.

Patchwork laws

Some US laws and court rulings permit companies to arbitrarily fire employees who test positive for marijuana in states where it’s now legal. For example, the Colorado Supreme Court has ruled that employers can fire workers who test positive for cannabis even when they’re using it for medical reasons. Because marijuana remains illegal under federal law, the court upheld the firing of Brandon Coats, a quadriplegic telephone customer service representative at Dish Network who was using the drug to treat painful muscle spasms and tested positive in a random test.

According to court records, he wasn’t accused of being under the influence or impaired at work, and he said he never used weed while in the office. Coats had worked at Dish for three years and received satisfactory performance reviews before his termination in 2010. He didn’t perform any hazardous activities at work and never requested accommodations for his medical marijuana use. Other US states have enacted laws that require employers to try to make accommodations for people using weed to alleviate pain or for other health reasons – as long as the drug doesn’t affect their performance in the workplace.

Drug testing practices and laws vary widely across the globe. The European Monitoring Centre for Drugs and Drug Addiction reports that only Finland, Ireland and Norway have legislation specifically addressing drug testing in the workplace. In Norway, for example, drug testing is considered a violation of the personal integrity of an employee or job applicant and should be
conducted only when strictly necessary, such as to protect the safety of the worker or other people.

Canadian employers generally have much less freedom to conduct drug tests than US businesses. "Pre-employment testing isn’t typically allowed and most employers can’t do random testing either," says Darryl Hiscocks, labour and employment lawyer at Torys LLP in Toronto.

"Employers often feel caught in the middle. They have to meet their health and safety obligations such as with workers who may drive a vehicle, but they also have to accommodate medical marijuana users and employees addicted to marijuana, which can be considered a disability."

He believes that businesses should ask employees to inform their managers if they are using marijuana to treat a health problem and provide their prescription. "It’s a matter of balancing employee privacy interests and human rights with workplace health and safety concerns," Hiscocks says.

Because of the patchwork of laws, employees who rely on marijuana for health reasons or are regular recreational users may face limited career prospects. "Their opportunity to move may be eliminated if they’re authorised to use medical marijuana in one state, but it isn’t allowed in another state or country," Fiore says. "It also would hurt the employers, who couldn’t transfer some workers and their needed skills overseas."

Complex and changing issue

There are no statistics on how many people have been fired - or not hired – because of testing positive for marijuana use, but there’s no question that it is happening. "Marijuana in the workplace is a complex issue that will only require greater attention from employers as more states and countries decriminalise it," says Todd Simo, chief medical officer at California-based HireRight, which provides background-screening services to businesses. "A positive marijuana screen is now a yellow light, not a red light as in the past."

Marijuana use usually isn’t permitted in jobs that could pose safety risks, such as driving a bus or operating heavy machinery. What’s more, businesses with US government contracts are supposed to follow federal law and fire or refuse to hire people who test positive for marijuana and other drugs.

"The situation with marijuana is changing almost weekly," says Sarah Sullivan, risk control services coordinator at Lockton, a Missouri-based insurance broker and professional services firm. "The important thing is to protect yourself with a workplace policy that explicitly says whether you will or won’t be testing people."

Despite growing decriminalisation, many employers have failed to create a marijuana policy, let alone tailor it to different states and countries. Slightly more than half of respondents said they don’t have a policy, according to a 2016 HireRight study in the US. Nearly 40% said they don’t accommodate employees who use marijuana and have no plans to do so, while 5% said they do have a policy to accommodate marijuana use, and 5% said they may make accommodations within the next year.

Talent shortages are prompting some employers to skip pre-employment and random drug testing. Simo of HireRight notes that some Silicon Valley companies typically don’t screen for drugs because they know they would lose a large number of qualified applicants if they did. "But deciding whether to test is a delicate balance, especially in safety-conscious industries," he says.

In Colorado, which legalised recreational marijuana in 2012, some employers have begun to relax their drug testing policies. About 3% of employers surveyed recently by the Mountain States Employers Council said they have eliminated all marijuana testing, while 7% stopped pre-employment testing but retain it for other situations, such as reasonable suspicion of cannabis use.

"There was a spike in drug testing across the board in 2014 after marijuana started being sold, because employers feared their workforce was going to be impaired or have diminished capacity because of reefer madness," says Curtis Graves, information resource manager at the Mountain States Employers Council. "Two years later, however, that wasn’t borne out."
With lower unemployment rates in the US now, “some employers have to put up with marijuana use away from the workplace or risk not filling positions,” he adds.

To avoid losing valuable talent, some human-resource consultants suggest that companies consider giving workers a second chance if they test positive for marijuana, namely that they agree to another test within the next year and realise they will be fired if the result is positive again.

While businesses may forgo pre-employment and random marijuana screening, many of them will still test people who show signs of impairment or reduced productivity. In such cases, some states require employers to provide proof of erratic behaviour, such as changes in speech or problems with dexterity, as well as a downward trend in performance.

But a workplace accident or deterioration in performance could be unrelated to marijuana, despite a positive test result. Marijuana is commonly screened-for a byproduct, the inert metabolite carboxy-THC, which may be detectable for weeks or even months after a person has stopped using.

Because of the potential for error and the fact that a positive test result isn’t indicative of either impairment or recent drug ingestion, the National Organization for the Reform of Marijuana Laws finds urine, blood and oral fluid tests discriminatory and a violation of an individual’s rights. It recommends performance impairment testing rather than bodily fluid screens. For example, NORML says, an app called My Canary can detect performance changes by assessing a person’s memory, reaction time and balance.

Most employers are reluctant to publicly discuss their drug testing policies. Jeff Hanle, a spokesman for Aspen Skiing Co., did say that the company has maintained the same policy since marijuana was legalised in Colorado: random pre-employment testing and required testing after a ski crash, slips on ice and other accidents.

Nearly all new hires in the US at CenturyLink, a Louisiana-based IT services firm, are subject to drug screens. In addition, the company conducts “reasonable suspicion testing of employees who appear to be impaired and random testing of those covered by US Department of Transportation and Federal Aviation Administration rules,” Mark Molzen, a spokesman, says.

Multinational companies approached for comment declined interview requests. “It’s a perception thing,” Graves says. “No one wants to be perceived as soft on drugs. Companies fear that if they publicly say they have relaxed drug testing, it makes them open to legal liability when an accident happens and the employee involved tests positive for marijuana, even if it was used weeks before.”
CHILD USE OF DRINK, DRUGS AND TOBACCO ON INCREASE

PRE-READING TASK

1. Answer the questions.
   1. What can you say about alcohol consumption among teenagers in your country?
   2. Do young people use drugs?
   3. Are drugs available in your country? Where?

MORE children as young as 11 are smoking, drinking and taking drugs despite government initiatives to improve the health of young people, according to a Department of Health report. Preliminary findings of the report, based on a survey of 7,000 pupils aged 11 to 15 in 225 schools in England, reported that recent decreases in under-age smoking, drinking and drug-taking were being reversed. It found that nine per cent of teenagers surveyed last year had used drugs in the past month, a rise of two per cent from 1998. The number who had experimented in the past year increased from 11 per cent to 14 per cent.

The use of drugs increased with age, with three per cent of 11-year-olds taking drugs in the past year compared with 29 per cent of those aged 15.

Cannabis was by far the most popular drug - 12 per cent had used it in the past year. One per cent had used heroin or methadone, and four per cent had experimented with drugs such as cocaine, ecstasy and amphetamines.

Smoking figures revealed that increasing numbers of teenagers were ignoring the dangers of nicotine. After a fall from 13 per cent to nine per cent between 1996 and 1999, the proportion of teenagers who described themselves as regular smokers rose to 10 per cent last year.

The habit was more prevalent among teenage girls, with 12 per cent smoking at least one cigarette a week compared with nine per cent of boys.

The Government has set a target to reduce the number of children aged 11 to 15 who smoke regularly to 11 per cent by 2005 and nine per cent by 2010.

But Clive Bates, director of Action on Smoking and Health, accused the Government of "dragging its feet" on tobacco policy.

"Teenage smoking is a slow-burning health tragedy. Many of these youngsters will be the cancer and heart patients of the future," he said.

"Despite having a White Paper on smoking in December 1998, the Government has been slow to implement its measures, including the ban on tobacco advertising and measures to reduce smoking in public places."

The report also pointed to a rise in the proportion of young drinkers. Almost a quarter of the pupils said they had had an alcoholic drink in the previous week, compared with 21 per cent in 1999 and 27 per cent in 1996. At the age of 11, only five per cent had drunk in the previous week. This rose to almost a half by the age of 15. Teenage drinkers said that on average they drank 10-4 units a week, the equivalent of almost six pints of beer.

A spokesman for the charity Alcohol Concern said: "This confirms the worrying trend of increasing alcohol consumption among younger people: "It reinforces our belief that there needs to be much more emphasis on education and prevention in terms of making people more aware of the dangers of alcohol misuse. Young bodies are just not made for drinking alcohol and children and parents need more education and information."

The report, which will be published in full in the autumn, follows previous research that said British teenagers were the heaviest drinkers, smokers and drug takers in Europe.

A spokesman for the Department of Health said the Government remained on course to meet its smoking targets. But he added: "We are concerned by the small increase in the percentage of young people who have used drugs in the past month and in the past year.
"We are encouraged that the percentage of pupils reporting use of heroin and cocaine, the drugs that cause the greatest harm, has remained low." He said the rise in teenage drinking would be closely monitored. [28]

COMPREHENSION

1. Answer the following questions.

1. Are government initiatives to improve the health of British young people successful?
2. At what age do many young people start taking drugs?
3. What drugs were the most popular among teenagers surveyed?
4. What was smoking called in the article and why?
5. What is a White Paper?
6. How was the position of the government characterized in the article?
7. Did alcohol consumption among youngsters increase or decrease?
8. How were British teenagers described in the report?
9. What else were the members of the government concerned about?

FOLLOW-UP

Find out and discuss in your group the situation with drug, alcohol consumption and smoking among the teenagers in Belarus.
ADDITONAL TEXTS

DRUG USE IS A PUBLIC HEALTH PROBLEM

President George Bush is known for prizing loyalty and he wastes no time showing it to an old friend from Texas, Rafael Palmeiro, a baseball star being suspended from the game for steroid use.

The use of steroids has been a lurid political issue in Congress in 2005 with hearings and several bills proposed to strengthen enforcement among professional athletes. Many are concerned about the effect on young athletes, among whom steroid use has reached rampant levels in high-school competition.

Anti-doping laxity was claimed to be a big reason that baseball was dismissed as an Olympic sport. With the latest revelations about the game, in particular the Palmeiro’s case, America’s national pastime is under pressure to clean up its house.

Mr. Bush made steroid use among professional athletes a political issue in his 2004 State of the Union address. At stake, he said, were the impressionable minds of America’s youth, who were beginning to believe that “performance is more important than character” and called on all involved “to send the right signal, to get tough and to get rid of steroids now”.

Dr. Charles Yesalis, an expert at Penn State University, estimates that up to 1 million teenagers have used steroids and that it has been part of a trend that goes back for decades.

“The only public health problem we have is not the couple of thousand elite athletes that are using in this country, because by definition that’s not a public health problem,” Dr Yesalis said. “But when you have up to a million kids using these drugs, now you’ve got a public health problem”.

Republican vice-chairman of the House committee on government reform called the 10-game suspension imposed on Palmeiro a ‘vacation’ and said he intended to move forward his sponsored legislation that would increase penalties to an automatic 2-year suspension after the first offence, and a life-time ban after a player was caught a second time. [29]

JOURNEY OF HOPE

Peshia Lam was 32 when he died earlier this year. During his short life he had suffered many hardships, been a drug addict, recovered, contracted Aids and lived life in such a way that many remember him with pride.

His native village, Pathso, lies in Nagaland, north-east India, close to the border with Myanmar (Burma). He belonged to the Khiamniungam tribe, which is split by the border. Most of his childhood was spent in Tuensang town, which is considered to have the highest rate of HIV in the region.

It was during his teenage years that Peshia was introduced to drugs. He told me that you could exchange heroin for salt in that part of the world, which lies close to the ‘golden triangle’, a major source of illicit opium. He reckoned it was curiosity and peer pressure that first drew him to drugs. He soon realized that he was craving to be ‘high’ at all costs. Anything that stood in the way of the ‘high’ was unbearable. Family relationships and study were the first casualties. He dropped out of school and left home a number of times, only to return when he had nowhere
else to go.

Like all addicts, Peshia ran into trouble with the law and the security forces many times. ‘Lock-ups and jails are regular features of an addict’s life,’ he often remarked. According to his father, Peshia and his friends were considered the most notorious gang in Tuensang. They were involved in all kinds of trouble, and deeply feared.

His father heard about Mount Gilead Home, a drug and alcohol rehabilitation centre run by the Naga Mothers Association (NMA) in Kohima, which advocated the 12-step programme of Alcoholics Anonymous. He took Peshia there for treatment in 1992. Jonathan Zingkhai, the resident counsellor at that time recalls the father’s question, ‘Is there hope for my son? Can he ever be normal?’ The hope that his father sought emerged as Peshia’s life changed drastically. He proved that recovery from addiction is a gift available for those who humbly and desperately seek it.

Through the process Peshia refound his lost faith, although it took him some years to trust again and surrender unconditionally to that one and only Authority.

Peshia’s rehabilitation took eight long months. He then went back to his studies, passed his matriculation and decided to dedicate the rest of his life to the care of addicts. In 1994 the NMA merged with Kripa Foundation to work jointly in drug and alcohol treatment programmes in their de-addiction centre. They sent Peshia to Mumbai for a year’s training in counselling. On his return he took an honours degree in Education. He began legal studies but had to stop because of his declining health.

Knowing the risks of having shared needles with other addicts, Peshia decided to be tested. He learned that he was HIV positive. In 1995 he developed an Aids-related skin disease. He feared that if he went to a skin specialist and revealed his condition he would face rejection and predictions of imminent death. But, in the event, he was accepted and assured that, with proper treatment, he would recover from the episode. This gave him hope for a healthy, positive life with HIV/Aids.

Some years later Peshia became a care-giver and counsellor for HIV/Aids patients at the NMA HIV/Aids hospice in Kohima. With his family’s backing, he felt that he must go public about his own status in order to fight the stigma and discrimination suffered by Aids victims. He became involved with the Indian Network of People Living with HIV/Aids (INP+) and, in 2002, he and some friends who were also HIV positive set up a Naga branch (NNP+). He was elected president.

NNP+ has representatives from all districts of Nagaland and works in partnership with NGOs and the State Aids Control Society. They are involved in networking, advocacy, prevention, care and support as well as the daunting task of fighting the stigma of Aids. The state government recognized his outstanding leadership and awarded him the Governor’s medal for services to the state.

At the peak of his activism, Peshia was struck with throat cancer. An elder recalls, ‘He had great fear and he struggled, but he did not give in.’ Within a few months Peshia’s health deteriorated drastically. He became very sick during a meeting in New Delhi and his INP+ colleagues took him to hospitals in New Delhi and, later, Bang-alore. But he was eventually sent home because he was too weak for treatment. Back in Kohima, he rallied in spirit. But, despite the care and attention of friends and colleagues, his life was slipping away. His last spoken wish was to go home, and he died in Tuensang, surrounded by friends and family.

The last words whispered to him on his final night in Kohima were, ‘Your story will live, and we will know the fullness of life all the more because of your story....’ [33]
Чем опасны наркотики?

Главная опасность наркотических веществ в том, что после приема появляется непреодолимая тяга к повторному их употреблению, причем наркоман уже не думает о смертельно опасных последствиях. Общепринято, что наркотикам должны быть присущи три признака. Это вызывание постепенного привыкания, когда для достижения привычного действия требуется все большая доза, это физическая и психологическая зависимость. Физическая зависимость выражается в том, что в отсутствие наркотика состояние наркомана резко ухудшается, появляются боль, тошнота, рвота, нарушения со стороны внутренних органов, то что в просторечии называют "ломкой". Психологическая зависимость проявляется в готовности наркомана пойти на все, лишь бы снова получить наркотик. К веществам, вызывающим зависимость относят опиаты (опий и получаемые из морфина, синтетические наркотики), кокаин, гашиш (марихуану), амфетамины (фенамин, эфедрин и др.), а также алкоголь и никотин, хотя, строго говоря, к "истинным" наркотикам относятся только первые три.

Наркотики шаг за шагом разрушают нервную систему наркомана, его мозг. Нарушения касаются работы отдельных участков мозга, в частности, ответственных за память и смысловые операции. Это, в свою очередь, влияет на поведение человека, снижается его профессиональная активность, он выключается из общественной деятельности. Наркоман деградирует как личность, превращаясь в эгоиста, занятого только ожиданием очередного наркотического опьянения.

Наркотики приносят вред не только самому наркоману, но и окружающим его людям. Поскольку добыча наркотиков превращается для него в единственный смысл жизни, то он постоянно пребывает в поисках денег, необходимых для приобретения дозы. А денег нужно немало. Например, на героин в сутки обычно уходит не меньше 50 долларов, на кокаин — более 30 долларов. А, как правило, нормальным образом зарабатывать деньги наркоманы уже не в состоянии, большинство из них быстро становится безработными. Не удивительно, что, по данным американских специалистов, более 8% всех преступлений напрямую связаны с наркотиками. Спектр преступлений, в которых участвуют наркоманы, очень широк: продажа наркотиков, кража со взломом, грабеж, воровство, проституция, нападение, убийство.
В чем опасность наркотиков

Наркотики - это вещества, которые оказывают особое воздействие на нервную систему, весь организм человека, и, прежде всего, на его психическое состояние, на сознание, настроение.

Длительность периода от первого приема до привыкания к наркотику зависит от его вида и индивидуальных особенностей человека - возраста, заболеваний, уровня физического и психического развития, особенностей биохимических процессов в организме и т.д. Чем моложе человек, тем быстрее попадает он в полную зависимость от наркотика. Подростку достаточно принимать наркотик от нескольких недель до нескольких месяцев, чтобы попасть в полную зависимость от него.

Перед токсическим действием наркотиков организм человека практически беззащитен. Их опасность состоит в том, что вызываемые ими состояния в определенной степени оказываются необратимыми, и часть произошедших в организме отрицательных изменений остается навсегда.
Коварство наркотиков в том, что наркоманы, а часто и их родители, слишком поздно понимают, что это не просто "баловство", а уже настоящая зависимость. Нередко подросток становится зависимым после первой же инъекции героина.

Различают физическую и психологическую зависимость.
При физической зависимости наркотик становится необходимым веществом для поддержания жизнедеятельности организма. Психологическая зависимость от наркотика - это не поддающаяся контролю тяга к его употреблению.
Основной эффект наркотиков - снятие чувства боли и получение удовольствий. Боль - неприятное чувство. Но она нужна организму как надежная охрана, информирующая об опасности для здоровья и жизни.
Для восприятия боли в организме есть специальные нервные структуры - болевые рецепторы.

Известно, что человек испытывает трудности с получением удовольствия из-за нарушения синтеза дофамина - вещества, проводящего импульс между клетками головного мозга. Дофамин является химическим передатчиком нервного импульса. Алкоголь, никотин и наркотики вызывают повышение содержания дофамина. Сначала прием любого психоактивного вещества увеличивает количество дофамина, но через некоторое время результат становится прямо противоположным. Общий синтез дофамина в нервной системе уменьшается, и чтобы довести его до нормы, необходим повторный прием наркотика. Именно поэтому попавшие в зависимость начинают принимать наркотики не ради удовольствия, а для того, чтобы избежать депрессии, боли, подавленности, то есть просто для того, чтобы чувствовать себя нормально.
Россияне поддержали идею тестирования школьников на наркотики

Большинство участников опроса, проведенного Федеральной службой по контролю за оборотом наркотиков (ФСКН) РФ, поддержали введение обязательного тестирования школьников на наркотики. Об этом свидетельствуют результаты, полученные ведомством по результатам обработки около 10 тыс. анкет, заполненных пользователями на сайте ФСКН. Введение тестирования поддерживают 76% респондентов. Более 40% выступают за повышение ответственности за наркопреступления. 23% участников опроса сообщили, что им поступали предложения попробовать наркотики. Ранее опрос на эту тему проводил Всероссийский центр изучения общественного мнения. Согласно его данным, идею тестирования школьников на наркотики поддерживают 83% россиян. При этом 57% респондентов выступают "безусловно за" введение такого тестирования, 26% - "скорее за".

Учителя и руководство школ, ученики которых проходят добровольное тестирование на наркотики, не будут осведомлены о результатах анализов. В том случае, если тест покажет наличие следов наркотических веществ в крови того или иного школьника, то ему предложат пройти повторную процедуру, а родителей с результатом первого анализа также не ознакомят.

По словам заведующей отделением профилактики независимого поведения Московского научно-практического центра наркологии департамента здравоохранения, методика, по которой проходит тестирование московских школьников на наркотики, называется "Дианар". Сперва школьники сдают подписанное согласие родителей на анализ крови ребенка, затем отвечают на вопросы анкеты. Ученики, в частности, должны вспомнить, какие у них были болезни и травмы и какие лекарства они употребляли. После этого у школьников берут на анализ кровь из вены. Методика хороша тем, что позволяет определить ранние и скрытые формы наркомании: в крови остаются антитела, которые позволяют выявить факт употребления наркотиков даже в том случае, если в последний раз оно произошло за полгода до теста. В течение недели анализы готовятся в лаборатории, составляется база учеников. Те, кто прошел диагностику и получил отрицательный результат, на учет не ставятся. По словам нарколога, специалисты стараются настроить ребенка таким образом, чтобы он сам сообщил родителям о своих проблемах, и соблюсти три принципа – информированность, добровольность и конфиденциальность. В частности, школьную администрацию не ознакомят даже с приблизительными итогами тестирования: директор школы не сможет узнать не только фамилии наркозависимых учеников, но и были ли положительные результаты вообще. Идею проверки учащихся на наркотики предложил президент России Дмитрий Медведев. По его словам, практика тестирования школьников уже опробована в регионах, однако не везде получила одобрение. Между тем родители, пережившие трагедию гибели своих детей в результате употребления наркотиков, понимают значение такого тестирования, подчеркнул глава государства.
Наркомания. Лечить или наказывать?

По статистике, в России хотя бы раз в жизни употребляли наркотики 5 млн. 100 тыс. человек. Среди них 400 тыс. – это те, у кого уже сформировалась стойкая наркотическая зависимость.

ОПАСНОСТЬ наркомании заключается не только в том, что человек, употребляющий наркотики, наносит непоправимый вред своему здоровью и часто становится жертвой, а порой и разносчиком смертельно опасных заболеваний, таких как СПИД и гепатит. Наркозависимость и преступность идут рука об руку. Ради очередной дозы наркотика наркоман способен украсть, ограбить, убить. При этом существующая система наказаний в случае с наркоманами зачастую оказывается недостаточно эффективной. За совершенные преступления людей, употребляющих наркотики, сажают в тюрьму. Однако, выходя из мест лишения свободы, человек не перестает быть наркоманом и снова идет на преступление. Для того чтобы справиться с этой проблемой, наркоманов нужно не только наказывать, но и лечить. Но большая часть из них вовсе не спешит обращаться за помощью к специалистам. Поэтому не так давно на рассмотрение Госдумы РФ был внесен проект закона, согласно которому наркоманов, неоднократно нарушающих закон, можно будет лечить принудительно, без их согласия. Казалось бы, что может быть лучше? Вместо обычной изоляции в местах лишения свободы из человека, употребляющего наркотики, собираются сделать законопослушного гражданина. Пусть даже без его согласия. Однако у законопроекта нашлось немало противников, которые собрались за «круглым столом», чтобы обсудить эту проблему.

Так, по словам кандидата педагогических наук, докторанта Новгородского университета Галины Строевой, принудительное лечение не будет иметь никаких результатов. Не секрет, что для того, чтобы вылечить наркомана, необходимо в первую очередь его желание принять психологическую помощь и адаптироваться в обществе. Если же такого желания нет, специалисты могут опираться лишь на медикаментозное лечение наркотической зависимости. Результативность этих методик крайне низка – излечиваются лишь 5-7% людей, употребляющих наркотики. Поэтому в случае принятия этот закон не только не поможет наркозависимым гражданам, но и нанесет удар по налогоплательщикам, за счет которых будут оплачивать лечение наркоманов.

Похожей точки зрения придерживается и начальник отдела оперативной службы Федеральной службы по контролю за оборотом наркотиков Алексей Автев. На сегодняшний день уже существуют законные способы изолировать от общества человека, совершившего преступление, поэтому нет смысла придумывать что-то еще. Кроме того, проблема социальной реабилитации наркоманов, прошедших принудительное лечение, остается открытой. Опять же возникает вопрос, какие препараты будут использоваться для принудительного лечения. Ведь известно, что в свое время в Германии героин использовался как лекарство против кокаиновой зависимости. Пока закон о принудительном лечении наркомании не принят. И кто прав – сторонники этого проекта или противники, покажет лишь время.
Афганская смерть. США не хотят бороться с наркотиками?

Безусловным лидером на планете по производству героина сегодня является Афганистан. По оценкам, изложенным в докладе УНП ООН, ежегодно от 75 до 80 т этого наркотика - признанного экспертами наиболее опасным из общераспространённых - находит своих жертв в России. Это почти вдвое больше, чем в Китае с его миллиардным населением, и в 3,5 раза превышает совокупные показатели США и Канады. По данным Государственного антинаркотического комитета, ежедневно около 220 россиян становятся наркоманами. Всего в настоящий момент в России примерно 2,5 млн наркоманов, большинство из которых сидят на веществах опийной группы, то есть на героине.

Ежегодно более 30 тыс. из них умирают. К сожалению, практика показывает, что полностью излечиться может только 1 из 10 наркоманов. Остальных ждёт летальный исход. Причём довольно скоро. Средний возраст погибшего от героина россиянина - 28 лет.

Миллиарды долларов

Безусловным лидером на планете по производству героина сегодня является Афганистан. В докладе УНП ООН говорится, что ежегодно из этой страны вывозится около 900 т опия и 375 т героина. Примерно каждый десятый из работающих афганцев занимается культивированием опийного мака. Доходы от трафика героина в Россию и Европу оцениваются в более чем 17 млрд долл. 15 из них оседают на счетах транснациональных преступных и террористических организаций.

По мнению специалистов, расцвет героинового производства в Афганистане начался в 2001 г. после введения в страну коалиционных сил. С этого момента наркопроизводство выросло здесь примерно в 40 раз. Можно сделать вывод, что борьба с наркотрафиком не входит в число приоритетных задач для США и НАТО. Средства, выделяемые на эти цели, тратятся на что угодно, но только не на уничтожение незаконных посадок, например, при помощи авиапырьивания (этот метод прекрасно зарекомендовал себя в Колумбии). Интересно, что исполнительный директор УНП ООН Антонио Мариа Коста фактически поддержал прекращение ликвидации наркопосевов, высказав предложение о создании условий для снижения цен на опий, что, по его мнению, заставит крестьян отказаться от него в пользу других сельскохозяйственных культур. Но, по мнению сотрудников ФСКН РФ, это может произойти лишь в том случае, если весь мир будет наводнён героином. Многие эксперты подозревают американских военных в получении дохода от наркотрафика. Уже сегодня запасы опиумного мака в афганских тайниках оцениваются в 12 тыс. т.

«Каждый год от афганского опия погибает около 100 тыс. человек во всём мире. На мировом наркорынке сегодня абсолютно доминирует героин, из которого делается 90% всех наркотических доз. Необходимо твёрдо поставить перед мировым сообществом эту проблему и сформировать широкую коалицию, совместно реализуя ключевые меры по ликвидации наркопроизводства». 
Возможно, ситуацию смогут изменить представители ключевых антинаркотических ведомств, которые соберутся в Москве на международный форум «Афганское наркопроизводство - вызов мировому сообществу». Есть надежда, что заинтересованные стороны сообща смогут напомнить руководству США и НАТО, что именно они несут ответственность за сложившуюся ситуацию. Ведь захлестнувшая Россию и грозящая Европе героиновая эпидемия может обернуться настоящей глобальной катастрофой.

Употребление героина в мире составляет 345 тонн

В тоннах:

- Россия - 75
- *Европа - 88
- Китай - 45
- Америка - 26
- Африка - 25
- Пакистан - 19
- Индия - 17
- Иран - 14
- Афганистан - 2
- Турция - 0,8

* Кроме России и Турции

Объем мирового рынка опиума эксперты оценивают в $65 млрд.

в $ млрд.:

- Европа - 20 (26%)
- Россия - 13 (20%)
- США и Канада - 8 (13%)
- Китай - 8 (13%)
- Африка - 3 (6%)
- Ю и Ю-В Азия - 3 (5%)
- Индия - 3 (5%)
- Ира - 2 (3%)
- Другие - 5 (9%)
VOCABULARY

abuse v., abuse alcohol/drugs; drug abuse;
alter v., alter system, situation, policy; have/get something altered;
available adj., became available; readily/widely available; available for
addict n., drug/heroin/morphine addict; addicted to;
adiction n., drug/heroin/alcohol addiction; addiction to; feed an addic.
concern n., concern about/over/with/for;
contaminate v., contaminate by/with;
criminal n., convicted criminal; adj. criminal activity, behaviour;
curb v., to curb the spread of drugs;
decriminalize v., to decriminalize cannabis;
dependence n., drug/alcohol dependence; dependence on/upon;
dosage n., daily/ high/low dosage of; increase/reduce the dosage;
drug n., do/take drugs; drug trafficking; to experiment with drugs;
handle v., to handle the matter/the situation;
harmful adj., harmful to; harmful/serious/adverse/side effect;
illicit adj., illicit drugs/trade;
immoderate adj., immoderate behaviour/usage;
increase v., increase (sth) from/to sth; increase in;
induce v., induce sb to do sth; drug-induced;
launder v., launder drug profit; money laundering;
legal adj., legal action/proceedings; make ... legal;
legalize v., to legalize casino/drugs;
obtain v., obtain sth from sb/sth; to obtain permission;
pusher n., drug pusher;
rehabilitation n., drug rehabilitation;
resilient adj., remarkably resilient;
supply n., supply of/to; plentiful/abundant supply;
shoot up v., to shoot up heroin;
susceptible adj., susceptible to;
tolerate v., tolerate drinking/smoking;
treat v., treat sb like/as sth; treat sb with sth;
try n., give/have a try; on the first/second etc try;
CHARITY AND VOLUNTARY WORK

CHARITIES

PRE-READING TASK

1. Answer the questions.

1. What do you know about charity organizations in Belarus?
2. Would you like to be involved in any kind of charity work?

Charities are independent organizations that help the poor, the homeless, children, old people and animals. They are involved with human rights, education, medical research and conservation of the environment. Many of them began in the time before governments provided any social services, when poor people had to turn to charitable organizations for help. Charities rely on money given by the public, and on help from volunteers in fund-raising and carrying out their activities.

In 2003 there were about 187,000 charities in Britain, with a total income of £30 billion. The charity with the highest income was Cancer research UK. Many charities that are now known throughout the world, such as Oxfam and Amnesty International, began in Britain. Americans are also enthusiastic supporters of charities. In 2002 they gave over $240 billion. The Salvation Army received the most money.

In Britain organizations qualify for charitable status if they are established for the “public good”. Many charities ask well-known people, including members of the royal family, to become their patrons. Charities don’t pay tax on the money they receive, but they are not allowed to make a profit.

Charities in Britain are not allowed to take part in political activity, so some set up a separate pressure group which campaigns on related issues. The Charity Commission keeps a list of charities and advises them. Well-known charities working in Britain include Oxfam, the British Heart Foundation, which pays for research into heart disease, Age Concern, Help the Aged and Shelter.

In the US religious organizations receive most money from the public, followed by those concerned with social services, education and health. Well-known charities include the Salvation Army, the Red Cross, the United Negro College Fund, which helps African Americans to get an education, and the American Cancer Society. Local charities operate shelters for the homeless and soup kitchens where poor people can eat free.

A lot of work done by charities in the US, such as caring for the poor or providing education, is done in other countries by the government. Americans have a strong belief that, if possible, private groups, not the government, should do this work.

The traditional method of raising money is to organize a flag day. Volunteers stand in busy streets asking members of the public to put money in a collecting tin. In exchange, they are given a paper sticker, formerly a small paper flag with a pin through it, with the charity’s name on it. This is sometimes called “tin-rattling”. The British Poppy Day has become a feature of British life. Poppy Day is a popular name for Remembrance Sunday, when many people in Britain wear plastic or paper poppies (=red flowers) in memory of the people who died in the two world wars. The poppies represent the real flowers that grew in the fields of France and Belgium, where many soldiers died.

Nearly every town in Britain has several charity shops. These are run by volunteer staff and sell second-hand clothes, books, and house-hold goods at low prices in aid of charity. At Christmas,
people often buy charity cards, cards sold in aid of charity. Charity shops are less common in the US, but include shops run by the Salvation Army and Goodwill.

In recent years, the telethon has proved an effective method of fund-raising. During an evening of popular television programmes, television stars ask the public to telephone and pledge (=promise) money to the charities involved. Other fund-raising activities include fetes (outdoor sales of craftwork, plants, etc.) and jumble sales (sales of second-hand goods). Sponsored walks, cycle rides, parachute jumps, where people agree to give money to a person completing a task, are also popular. At Christmas or Thanksgiving, schools and churches organize collections of food, called food drives in the US, for old people and the poor.

An important source of funds for charities in Britain is the National Lottery, which gives a proportion of its income to “good causes”.

In both Britain and the US many workers have money taken from their pay and sent to charity. This is called payroll giving. Some companies in the US hold fund-raising drives, in which different parts of the company compete to see which of them pledges the most money. The United Way, a national organization that collects money to give to small local charities, benefits from this. As in Britain many people leave money to charity in their will. It is also common, when somebody dies, for the family to ask people to send a contribution to a charity instead of sending flowers to the funeral. [26]

GUIDE

WORD STUDY

1. Match the words with their definitions.

1. an organization that gives money, goods, or help to people who are poor, sick etc; money or gifts given to help people who are poor, sick etc;
2. a shop that sells used goods that are given to it, in order to collect money for a charity;
3. someone who supports the activities of an organization, for example by giving money; a famous person who is officially involved with an organization, such as a charity, and whose name is used to help advertise it;
4. a building where people or animals that have nowhere to live or that are in danger can stay and receive help;
5. to collect money that you can use to do a particular job or help people;
6. to ask people to give you money or goods for an organization that helps people;
7. help, such as money or food, given by an organization or government to a country or to people who are in a difficult situation;
8. a long television show in which famous people provide entertainment and ask people watching to give money to help people;
9. to make a formal, usually public, promise that you will do something;
10. an outdoor event where there are competitions and things to eat and drink, usually organized to get money;
11. a sale of used clothes, books etc in order to get money for a local church, school etc;
12. someone who agrees to give someone else money for a charity if they walk, run etc a particular distance;
13. a game used to make money for a state or a charity in which people buy tickets with a series of numbers on them. If their number is picked by chance, they win money or a prize;
14. when you give money, time, help etc;

a. fete f. jumble sale k. to pledge
b. aid g. contribution l. sponsor
c. to raise h. charity m. telethon
d. charity shop i. to collect n. shelter
e. lottery j. patron

2. Give the synonyms to the following words.

To raise, to pledge, contribution, to collect, aid.

3. Give the antonyms to the following words.

Dependent, poor, voluntary, active, public, include, possible, strong, popular, common.

4. Insert the pre-and postpositions.

1. Many of them began -- the time before governments provided any social services, when poor people had to turn -- charitable organizations -- help.
2. Charities don’t pay tax -- the money they receive.
3. Charities -- Britain are not allowed to take part -- political activity, so some set -- a separate pressure group which campaigns -- related issues.
4. A lot of work done -- charities -- the US, such as caring -- the poor or providing education, is done -- other countries -- the government.
5. -- exchange, they are given a paper sticker, formerly a small paper flag --- a pin through it, with the charity’s name -- it.
6. -- Christmas, people often buy charity cards, cards sold -- aid -- charity.
7. An important source -- funds -- charities in Britain is the National Lottery.
8. As in Britain many people leave money -- charity -- their will.

5. Match the words.

1. make a. aid
2. charity b. lottery
3. a homeless c. a contribution
4. raising d. walk/swim
5. humanitarian e. sale
6. pledge f. event/walk/concert
7. jumble g. funds
8. sponsored h. shelter
9. national/state i. allegiance

6. Insert the words.

1. I bought it at a church----.
2. The race is being ---by the Traveler's Club.
3. Elton John has campaigned for a number of AIDS---.
4. She's ---of the Butler Trust, a charity which rewards positive prison work.
5. Do you really think winning the ---would make you happy?
6. All the money has been raised by voluntary----.
7. They are in desperate need of food, clothing and---.
8. The Trust hopes ---$1 million to buy land.
9. Foreign ---from many countries poured into the famine area.
10. A large number of disabled people take part in the ---and are grateful for the help they get from it.
11. Britain has ---£1.3 million to the UN for refugee work.
12. I'm ----for Children in Need.

Contribution, telethon, charities, shelter, sponsored, aid, lottery, patron, jumble sale, to raise, collecting, pledged.

COMPREHENSION

1. Answer the questions.

1. How can you define the word “charity”?
2. How are charities financed?
3. Prove that people in Britain and the US are enthusiastic supporters of charities.
4. What organization can be considered to be charitable?
5. Name the most well-known charities in Britain and the US.
6. What kinds of work are usually done by charities?
7. What do you know about a flag day?
8. What are the ways of raising money for charities?
9. Explain in your words what is called payroll giving.

FOLLOW-UP

1. Make up a list of people and organizations that charities can cater for.
2. Organize your own charity campaign in the form of raising money, bearing in mind the following points:
   a. what for will you raise money
   b. in what form will you organize it
   c. where will it take place
   d. who will help you
   e. what makes you participate in charity

LISTENING

Listen to the tape about different charity organizations and be ready to do the exercises.
VOLUNTARY WORK

PRE-READING TASK

Answer the questions.

1. How do you understand the term “voluntary work”?
2. Would you like to participate in voluntary work?

Voluntary work is work that you do not get paid for and usually involves doing things to help other people, especially the elderly or the sick, or working on behalf of a charity or similar organization. Most charitable organizations rely on unpaid volunteers, and thousands of American and British people give many hours of their time to doing some form of social work or organizing fund-raising events to support the work. Volunteering is especially popular in the US and the reasons for this may be found in basic American values such as the Protestant work ethic, the idea that work improves the person who does it, and the belief that people can change their condition if they try hard enough.

Volunteering is usually enjoyable, as people choose jobs close to their personal interests. For instance, people who like animals may volunteer in an animal shelter, a place for animals which have been treated cruelly. Some voluntary work is short-term, e.g. when people from a community get together to create a park. Other work is longer term, such as that of the US organization Habitat for Humanity which builds houses for poor people. Parents often volunteer in their children’s schools, and do things like building a play area or raising money for new equipment. Young people are also encouraged to do voluntary work. School children visit old people in hospitals or homes, and students at college often raise money for charities. In the US young people over 18 can take part in AmeriCorps, a government programme that encourages them to work as volunteers for a period of time, with the promise of help in paying for their education later. Older Americans who don’t work may spend much of their free time volunteering.

In Britain a lot of voluntary work is directed towards supporting the country’s social services. Different organisations run a meals-on-wheels service in many parts of Britain, providing hot food for people who are unable to cook for themselves. The nationwide Citizens Advice Bureau, which offers free advice to the public on a wide range of issues, is run mainly by volunteers, and the Blood Transfusion Service relies on voluntary blood donors to give blood to use in hospitals. Political parties use volunteers at election time, and churches depend on volunteers to keep buildings clean.

Both Britain and the US have organizations dedicated to help people overseas. Britain’s Voluntary Service Overseas sends people to work in developing countries for up to two years to share their skills with local population. The US Peace Corps has similar aims and programmes.[26]
WORD STUDY

1. Find in the text the words to match the following definitions.

   a. done willingly and without being forced;
   b. relating to human society and its organization, or the quality of people's lives;
   c. an amount of money that is collected and kept for a particular purpose;
   d. a general idea or belief that influences people's behaviour and attitudes;
   e. the people who live in the same area, town etc; a group of people who have the same interests, religion, race etc;
   f. to give someone the courage or confidence to do something; to persuade someone to do something;
   g. relating to all the ordinary people in a country, who are not members of the government or do not have important jobs; available for anyone to use;
   h. someone who gives blood or a body organ so that it can be used in the medical treatment of someone else;
   i. relating to the particular area you live in, or the area you are talking about;
   j. an ability to do something well, especially because you have learned and practised it;

2. Give the antonyms to the words.

   Paid, popular, able, similar, voluntary.

3. Make derivatives of the words.

   Volunteer, enjoy, develop, elect, depend, treat.

4. Insert the pre- and postpositions.

   1. --- instance, people who like animals may volunteer --- an animal shelter, a place --- animals which have been treated cruelly.
   2. Other work is longer term, such as that --- the US organization Habitat --- Humanity which builds houses --- poor people.
   3. School children visit old people --- hospitals or homes, and students --- college often raise money --- charities.
   4. The nationwide Citizens Advice Bureau, which offers free advice --- the public --- a wide range --- issues, is run mainly --- volunteers.
   5. Political parties use volunteers --- election time, and churches depend --- volunteers to keep buildings clean.

5. Match the words.

   1. voluntary             a. opinion
   2. social               b. news
   3. raise                c. communities
   4. ethnic               d. donor
   5. encouraging          e. area
6. Insert the words.

1. How will a ---authority solve all these problems?
2. On the course you will develop ---in business management.
3. Do you belong to a ---organization?
4. Governments have made efforts to improve women's ---and economic status.
5. The government is not allowed to aid religion in U.S. ---life.
6. Some patients die before a suitable ---is found.
7. They also hope to raise ---for vital research into brain tumours.
8. A new Puritan ---was introduced.
9. We meet once a month to discuss ---problems.
10. I want to thank everyone who has -----and supported me.

Donor, voluntary, local, community, funds, social, public, skills, ethic, encouraged.

COMPREHENSION

1. Answer the questions.

1. What is the main aim of voluntary work?
2. What is the attitude of people towards voluntary work?
3. What are the reasons for volunteering?
4. How can be voluntary work characterized?
5. What categories of people are usually involved in voluntary work?
6. Are there any benefits in volunteering?
7. What is the purpose of voluntary organizations overseas?

FOLLOW-UP

Think over and tell to your group mates what kind of voluntary work would you like to participate in and why.

LISTENING. PART 1.

1. PRE-LISTENING TASK

1. Discuss with your partner:

a. What are the motives of involving with charity?
   - want to create a good environment for teenagers in the deprived area of the town;
- faith is one of the motives of involvement with voluntary work;
- wish to improve local community;

b. What is the range of voluntary activities?
- rattling collection boxes in the streets;
- improving wild life habitat;
- manning telephone help lines for children and parents;
- running youth clubs;
- organizing seminars to solve different problems;
- raising necessary funds;
- visiting housebound people;
- extra help and home care for elderly;
- visiting the asylum seekers and refugee camps;
- doing bereavement counseling;

c. What do people get out of the voluntary work?
- it’s nice to have a sense of worth;
- it’s pleasant to bring a little bit happiness into someone’s life;
- you give something back to your community;
- you make life pleasant for old people;
- you get a great deal of satisfaction;

d. What’s the difference between voluntary and paid work?

2. Work in groups to decide on the answers to these questions.
   a. Compared to the situation 10 years ago, do you think more or fewer people in your country regularly give money to help people in need?
   b. What are the main causes of poverty and hunger in the Third World? Try to put these causes in order of importance: droughts, floods, armed fighting, debts to other countries.
   c. Who do you think are the poorest of the poor people in the world: poor farmers, poor women, poor workers,....?
   
   e. How much of a charity’s money should be spent on administration and on the people the charity is helping?

2. LISTENING

Look at the grid and make sure you understand all the words. Then listen to the man from Oxfam and the woman from War on Want talking about their organizations, and try to complete the grid.

<table>
<thead>
<tr>
<th>Charity</th>
<th>Oxfam</th>
<th>War on Want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentions small-scale projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a women’s officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has field officers overseas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves local people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in almost every Third World country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LISTENING. PART 2.

1. PRE-LISTENING TASK

1. Discuss with your partner:
   a. Have you ever given money to charity or worked for charity?
   b. Look at the list of charities and charitable causes below. Which do you think are the most
      and least deserving?
      - a charity that helps old people with food and housing;
      - a hospice for people who are dying of an incurable disease;
      - an organization that encourages people to sponsor children in the Third World;
      - cancer research;
      - a charity that helps people with HIV and AIDS;
      - a group that believes we should not exploit animals in any way at all;

2. LISTENING

Listen to the three charity appeals and fill in the chart.

<table>
<thead>
<tr>
<th>Who or what charity</th>
<th>How the charity helps tries to help</th>
<th>Some of their successes and/or problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amnesty International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSPCA (Royal Society for the Prevention of Cruelty to Animals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drought and Famine in Africa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHARITY

1. What is a charity?

A charity is any organisation that is judged to have an ‘exclusively’ charitable purpose. This means that the organisation is not involved in making money for a group of owners or shareholders. All the money, after expenses, that a charity raises must be invested in projects which are beneficial to the community in some way. Organisations such as these are often referred to as being a part of the ‘voluntary sector’ or a ‘not-for-profit’ organisation - though not all not-for-profit organisations are charities.

To become a charity the aims and goals of an organisation must fall into one of four categories. These are:

- Relieving poverty or hardship, such as old age, disability or illness
- Advancing education, including training and research
- Advancing religion, including providing or preserving places of worship
- Other benefits to the community, such as drug schemes, human rights activities, community services and promoting public health through medicine or sport.

2. Why become a charity?

Charities are viewed differently from other organisations by the government and given special treatment to help them direct as much money as they can into their chosen cause. Registered charities also carry a degree of trust and authority with the public that other groups don’t always have.

Tax: if you are a registered charity, you don’t have to pay income tax, corporation tax, or capital gains tax on most of your income and gains, and in some cases a charity is exempt from stamp duty.

Donations: you can claim ‘gift aid’ on any donations made by a taxpayer, where the government increases the value of the donation by a fixed percentage. Gifts to charities are also free of inheritance tax.

Property rates: charities pay no more than 20% of normal business rates on the buildings which they use and occupy for their charitable purposes.

Fundraising: it can be easier for a charity to raise funds from grant-making trusts and local government than it is for non-charitable bodies. Members of the public also feel more confident about giving money to a registered charity.

Influence: as a charity it is more likely that you’ll be invited to give advice or serve on groups, for example relevant local authority working groups.
Advice: if you have questions on an issue you feel unsure about, you can ask the Charity Commission for advice.

3. What rules do charities have to follow?

The Charity Commission is the government’s regulator for charities in England and Wales and its key purpose is to ensure that all charities remain independent of government or commercial interests.

One of the ways it achieves this is by making sure that all charities are publicly accountable. Each year the commission audits the accounts of any charity that has a yearly income of over £10,000, and these accounts are open to the public. Also available to everyone is a list of all the registered charities in England and Wales.

Charities in Scotland are monitored by the Office of the Scottish Charity Regulator and in Northern Ireland by the Department for Social Development though the majority of advice available from the Charity Commission is still useful to these charities.

As well as public accountability there are a number of restrictions and responsibilities that come with being a charity. Some of these rules may affect the way you run the group. The rules include:

- Limited political activities - no charity can be set up with the key aim of changing the law on a particular subject
- Strict rules on trading
- No personal financial gain can be made by those involved – except salaries paid by incorporated charities
- Financial accounts must be submitted to the Charity Commission

There are many other laws governing charities which are described by the Charity Commission. Should your group become a charity it is essential that you obey them as breaking them is a criminal offence.

4. Types of charities

Charities can be many different sizes and not all of them have the same structure. There are three types of charity and each one follows a different code of practice.

Incorporated charity: charitable companies which employ large numbers of people or have a particularly large turnover of funds. They have a management board, or directors, and are ‘Limited companies’.

Charitable trusts: charities which don’t have any membership and only a limited number of staff. The people who run a charitable trust are called ‘trustees’.

Unincorporated association: if the charity has, or will have, a membership group, or those running the charity are elected for a set period of time. Unlike other charities these charities are
also allowed to adjust their aims and objectives occasionally, such as moving from building a community youth centre to running it.

5. Do you qualify as a charity?

If your campaign is based in England or Wales and has charitable purposes and your fundraising has been so inspired that you are now regularly making £1,000 per year on average, then you are required to register yourself as a charity. You can also register if you meet one of the following requirements:

- You have use of land or buildings
- You have a permanent endowment (any money which isn’t spent but provides the charity with an income through interest or returns on investment)

To register as a charity in Scotland or Northern Ireland then you must apply for charitable status with the Inland Revenue after which you are immediately recognised as a charity by the Scottish Charities Office or the Department for Social Development respectively. If you are registered with the Charity Commission in England and Wales then you are automatically recognised in Scotland and Northern Ireland too. [35]

**CHARITY AND BUSINESS**

A report from the Directory of Social Change on the charitable donations made by major UK companies showed that on average the 100 leading UK businesses give 0.4% of their profits to charity and community projects. In 2000 the business sector gave 4.7% of £14.5 bn pounds donated to charity. This compared to 34.6% from the general public. Nearly all donations came from just 400 businesses, while nearly half came from the top 25 most generous.

Charitable giving is not the business of business. I agree with charitable giving and as a private individual I often give to selected charities. However, I object to someone else giving away my money, potentially to a charitable cause with which I don’t agree, without asking.

To be successful a business has to be mindful of the objectives and needs of the many stakeholders or the owners it belongs to. Charitable donations are made from profits and profit is the reward for risk taking. So people, who take risk in this or that business should necessarily know about charitable donations made from their own profits by appointed managers, who take control of the business.

By making charitable donation managers are making a number of assumptions:

1) Shareholders agree in principle with charitable donations.
2) Shareholders are sympathetic to the aims and needs of the specific charities they give to.
3) Shareholders have no better use of the money.

Shareholders who want to act in a charitable way can do so by liquidating a part of their increased wealth. The decision is, therefore, theirs. Managers making choices about charitable donations on behalf of others are exceeding their role.

In many cases business can gain many “benefits” which accrue as a result of charitable giving. Some examples might include:
In summary, businesses should give to charity. Whether they give for genuine reasons of altruism, or for reasons of building customer loyalty, scarcely matters. What matters is that charities benefit and society would be a poorer place without it. [24]

VOLUNTEERISM

In almost all modern societies, the most basic of all values is people helping people and, in the process, helping themselves. But a tension can arise between volunteerism and the state-provided services, so most countries develop policies and enact legislation to clarify the roles and relationships among stakeholders, and to identify and allocate the necessary legal, social, administrative and financial support. This is particularly necessary when some voluntary activities are seen as a challenge to the authority of the state, e.g. on 29th January, 2001, President Bush cautioned that volunteer groups should supplement, not replace, the work of government agencies.

There are two major benefits of volunteerism:
1. economic: activities undertaken by volunteers would otherwise have to be funded by the state or by private capital, so volunteering adds to the overall economic output of a country and reduces the burden on government spending.
2. social: volunteering helps to build more cohesive communities, fostering greater trust between citizens, and developing norms of solidarity and reciprocity which are essential to stable communities.

The social capital represented by volunteering plays a key role in economic regeneration. Where poverty is endemic to an area, poor communities have no friends or neighbours to ask for help, so voluntary mutual aid or self-help is their only safety net. This model works well within a state because there is a national solidarity in times of adversity and more prosperous groups will usually make sacrifices for the benefit of those in need. But there are difficulties when this is to apply across national borders. One well-meaning state cannot simply send volunteers into another state. This would breach sovereignty and deny respect to the national government of the proposed recipients. So, when states negotiate the offer and acceptance of aid, or requests for aid, motivations become important, particularly if donors may postpone assistance or stop it altogether. Three types of conditionality have evolved:

Some international volunteer organisations define their primary mission altruistically as fighting poverty and improving the living standards of people in the developing world, e.g. Voluntary Services Overseas has almost 2,000 skilled professionals working as volunteers to pass on their expertise to local people so that, when they return home, their skills remain. When these organisations work in partnership with governments, the results can be impressive. But when other organisations or individual First World governments support the work of volunteer groups, there can be questions as to whether their real motives are poverty alleviation or wealth creation for some of the poor or policies intended to benefit the donor states. This confusion exists because experience shows that what is volunteered can distort the foreign and economic policy of the country receiving the aid. The economies of many low-income countries suffer from "industrialisation without prosperity" and "investment without growth". This arises because "development assistance" guides many Third World governments to pursue "development"
policies that have been wasteful, ill-conceived, unproductive or even so positively destructive that they could not have been sustained without outside support. Indeed, some of the offers of aid have distorted the general spirit of volunteerism, treating local voluntary action as “contributions in kind”, i.e. as conditions requiring local people to earn the right to donor “largesse” by modifying their behaviour. This can be seen as patronising and offensive to the recipients because the aid expressly serves the policy aims of the donors rather than the needs of the recipients.

The track record shows that making any aid conditional on policy reforms is often ineffective. Conditionality only works when there is a strong domestic commitment to reform and the recipient governments are democratic, i.e. they are accountable to their own electorates. Volunteer organisations and their funding donors should respect the governments of the countries they wish to help and build on the deep-rooted traditions of people to help one another, and thereby provide an important ingredient for social and democratic development. [35]
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>aid</td>
<td>n., humanitarian aid; emergency aid; financial aid;</td>
</tr>
<tr>
<td>charity</td>
<td>n., accept charity; charity/fund-raising etc event; give to charity;</td>
</tr>
<tr>
<td>collect</td>
<td>v., collect for; collect money;</td>
</tr>
<tr>
<td>community</td>
<td>n., community groups/leaders; community needs;</td>
</tr>
<tr>
<td>contribution</td>
<td>n., make a contribution; contribution to/of;</td>
</tr>
<tr>
<td>donate</td>
<td>v., donate sth to sb/sth; donate blood/charity/money;</td>
</tr>
<tr>
<td>donor</td>
<td>n., anonymous donor; blood/organ donor; donor countries;</td>
</tr>
<tr>
<td>encourage</td>
<td>v., encourage sb to do sth;</td>
</tr>
<tr>
<td>ethic</td>
<td>n., professional/business/medical; code of ethics;</td>
</tr>
<tr>
<td>fund</td>
<td>n., a fund of sth; government/public funds; lack of funds;</td>
</tr>
<tr>
<td>patron</td>
<td>n., patron of; wealthy patrons;</td>
</tr>
<tr>
<td>pledge</td>
<td>v., pledge sth to sth/sb; pledge to do sth;</td>
</tr>
<tr>
<td>public</td>
<td>n., adj., bow to public pressure; in public;</td>
</tr>
<tr>
<td>raise</td>
<td>v., raise money; raising funds;</td>
</tr>
<tr>
<td>shelter</td>
<td>n., homeless shelter; shelter for/from; to run a shelter;</td>
</tr>
<tr>
<td>social</td>
<td>adj., social awareness/responsibility; social climate/tension;</td>
</tr>
<tr>
<td>sponsor</td>
<td>n., potential sponsor; v., sponsored walk/swim;</td>
</tr>
<tr>
<td>voluntary</td>
<td>adj., on a voluntary basis; voluntary work/service;</td>
</tr>
<tr>
<td>volunteer</td>
<td>v., volunteer for; volunteer to do sth;</td>
</tr>
</tbody>
</table>
NEW PROBLEMS WHICH ARISE
ENERGY CRISIS

ENERGY

Energy is the power or capability to do a required piece of work. Everything that we do requires energy and nothing can be done without it. So much that the existence of human life is impossible without it. The energy being used by man at present may be divided into animate and inanimate energy. The energy that is derived from non-living matter namely coal, oil, natural gas and electricity is known as inanimate energy, while the animate energy mostly comes from animals. The latest sources of energy available to man are atoms and the sun. A cursory look at the history of development of human civilisation will make it abundantly clear that energy forms the backbone of the world’s progress.

The early man used the energy of his own body to perform all types of work. Use of animal energy for carrying load was a later innovation. So animals were domesticated to help man in his work. The inanimate sources of energy such as wind, water, steam etc. which came to be known to man afterwards, proved of great utility in doing difficult work for him and thus relieving him to devote his time and energy to higher and nobler things. The invention of the steam engine in the eighteenth century marked the beginning of an unending age of newer inventions and discoveries which provided man with ample energy to attempt several things that were hardly thinkable before. The innumerable miracles that have been possible with the help of the new sources of energy have encouraged man to search for still newer sources of energy.

Fossil fuel (coal, gas and oil) has been the most popular source of inanimate energy during the last one century. But there has been a marked shift in the relative use, utility and importance of the various sources of energy. During the last three decades wood and coal supplied about eighty per cent of the total commercial energy of the world. But in the seventies the proportion of solid fuel has gone down to nearly half. Similarly there has been a marked rise in the share of liquid fuel like oil and natural gas which has increased almost three times. This shift in the use of and preference for liquid fuel is primarily due to fact that it is easier to obtain energy from oil than from coal. The increase in motor transport, dieselization of railways, and naphtha-based fertiliser plants has increased the world consumption of oil many times during the past decades.

According to an estimate man has consumed more energy during the last three decades than in all his history before.

Nature’s treasure of fossil fuel is limited. The depletion of this limited natural source of energy at the present rate is likely to bring catastrophic conditions in the near future. Attention of the planners and scientists all over the world has been attracted to this threat. A simultaneous and dramatic spurt in the prices of oil and other petroleum products in the mid seventies made the situation still worse and hastened the search for alternative sources of energy.

Most of the oil producing and exporting countries joined hands and used the price spurt as a weapon of war, which created an unprecedented energy crisis all over the world. Besides, it also brought chaos in the world monetary system. It resulted in a very heavy burden on the finances of even very rich and industrially advanced countries. This energy crisis is a big challenge to the scientists, technologists and planners of the world, especially of a country like Japan, which meets its 95 per cent energy requirements through imports.

Nuclear energy has great potentials. But the main difficulty is in regard to raw material. The quantity of uranium available is not only insufficient but also limited in geographical areas. Even the development of breeder reactors would not stretch the life span of nuclear fuel indefinitely. In many ways solar energy seems the near-perfect answer to the energy problem. This renewable, non-polluting energy source is so pervasive and diffusive that it can be harnessed
most economically. Another very potential source of energy is gobar. For centuries man has criminally destroyed the precious natural manure, cow-dung, by burning it. In the wake of the energy crisis the recent discovery of gobar gas technology will not only produce many times more energy but also leave a residue of far richer manure.

In view of the limited sources of energy available, the immediate solution of the problem is the optimum and most economical use of available energy and energy resources. “Save energy now or perish” is the slogan of the day. A careful analysis of the problem of energy requirements of various factors of economy favours an intelligent combination of belt-tightening and reduction of wastage caused by negligence and inefficient uses.

Reduction of demand for energy by price rise or stepping up production of energy are other two methods of tackling this chronic shortage problem. But these methods will, in the first place, adversely affect industrial production and public transport system. Secondly, it is not possible to step up energy production greatly as we already face a shortage of capital and it will also upset the plan allocations and priorities. This demand must be decreased through reduction in wastage of energy. The key to the solution of this problem is maximum energy conservation in different sectors of the economy. We live in the mist of energy waste. Light and fans are not switched off, especially in the offices, public institutions and State-owned facilities. Effective steps for preventing wastage of power are essential, besides better utilisation of installed capacity of power generation in the countries. Ultimately we shall have to develop technology to use solar energy in a big way in the days to come.
THE PROBLEM OF ENERGY CRISIS

The growth of human being has travelled a long journey. It was the greatest achievement of primitive man when he discovered fire with the help of a stone. With this human history moved very fast. Later on a number of discoveries and inventions were made which changed human life completely. Energy is such a great invention which made our life more and more comfortable. It has become the most needed necessity for us. It has also created a crisis.

In the industrially advanced world of today, the demand for energy is increasing day by day. We have machines and factories, we have buses, cars, trains and planes, we have ships and submarines.

Energy is needed to run them. But this is not all. Man is hankering for a cosy and comfortable life. Hence he has become a little but lazy. He does not like even to wind his watch. So, energy is being used for running clocks and watches, typewriters, shaving razors and many more things. It seems as if everything will be paralysed if there is no energy.

Wood, later on coal was the first source of energy, then oil came and passing through the stage of atomic energy, man is now looking forward to solar energy.

We are naturally anxious to think about our future because we know the bitter truth that a day will ultimately come when we have no more coal or oil. It will mean energy crisis, for which we ourselves are responsible. People who have made careful calculation feel that at present level of exploitation, the coal deposit will last till 2080 and it is also true that poor quality coal with the carbon content of 40 percent only, is not conducive for electricity generation.

It is also very difficult to harness the uneven distribution of coal. Hence man is on look out for other sources of energy. Our present hope seems to rest on nuclear power. Nuclear energy can be obtained both through fusion and fusion processes. An enormous amount of energy is released from small quantity of fuel in both these processes.

But we must be aware of the fact that nuclear power is full of risks, the use of nuclear energy gives rise to pollutants and hence pollutes our environment. In fact, the pollution caused by the use of nuclear energy from fission process is much more damaging than the pollution caused by burning fossil fuels. The dangerous nuclear radiations can damage and cause irreparable damage to cells and in some cases even lead to death.

The world is thus faced with serious energy crisis. With growing population the demand for energy is increasing day by day. Some governments are taking steps to supply energy for non-commercial purposes from various sources such as bio-gas.

Scientists all over the world are trying to meet the challenge. They are trying to harness solar, water, and air reserves. Hydro-electric power is cheaper, so are air mills. Solar energy too has bright hopes for man. However it is very expensive to establish the necessary infrastructure for tapping solar energy. Giant discs are made to concentrate the sunlight on the thermal generators which use this sunlight to produce energy.

Thus all possible efforts will have to make to save us from total darkness.
TYPES OF ENERGY

Introduction: Adequate availability of inexpensive energy is the most important demand of today. Economic growth and industrialization both are dependent on the availability of energy. But today the problem is that world energy sources are fast depleting and this fast depleting energy resources have put the world in a grip of energy crisis so this is the time to take steps to conserve the non-renewable sources energy and also find the alternative sources of energy or another way is to tap or harness the solar energy.

Need to conserve energy resources: Many of the developed Western-European countries and Japan depend to a great extent on imports of energy resources to meet the bulk of their requirements. If such is the condition of industrially and technologically advanced countries one can imagine the condition of underdeveloped countries. These days the main sources of energy are coal, natural gas and mineral oil and some countries even have developed capacity to produce hydro-electric and nuclear energy to some extent. But their consumption in factories and automobiles is increasing in such manner that it would not take mankind more than a hundred years to use up all the known resources on the Earth. Hence the need to conserve the resources and use of available domestic resources is gaining momentum.

Conventional and Non-Conventional Energy: There are two types of resources, there are conventional and non-conventional. Bulk of the non-conventional supplies come from vegetable wastes, firewood, cow dung, besides mechanical energy derived from animal power and manpower. Among the primary sources of conventional energy coal and oil are the most dominant while electricity generated from coal and oil is the principal secondary source of conventional energy. Hydro power has also gained importance. Besides, solar energy is an important renewable non-polluting source of energy which can be harnessed most economically.

Solar Energy: Much research is going on all over the world on solar energy. According to Dr. Denis Hayes, a solar energy enthusiast, the sun could be used for providing directly half of America’s total energy needs. Since energy crisis is a common problem the nations of the world have decided to focus attention on it. They decided to meet every year at the World Energy Conference. This co-operative effect can certainly help to meet the challenge and save the world from the threat of energy crisis.

Other sources of energy: Another interesting development has been the growing potential of natural gas the world over, as gases represent more energy than oil. One of the recent developments is that of biogas or gobargas. Besides, research is being carried out to harness solar energy, produce power from tidal waves, ocean waves and wind.

Conclusion: So as the position of nation stands by us, we should take immediate steps to develop alternate non-conventional sources of energy to be ready to face the challenge tomorrow.
ЭНЕРГИЯ ИЗ МУСОРА

Проблема мусора знакома не понаслышке любому жителю большого города. Город пытается избавляться от ненужных отходов путем их свалки на специальных территориях. Свалки увеличиваются в размерах и уже наступают на отдельные микрорайоны. В России ежегодно накапливается не менее 40 млн т твердых коммунальных отходов (ТКО). Вместе с тем мусоросжигающие предприятия могут использоватьсь как дополнительный источник получения электроэнергии.

Первое поколение МСЗ

В Великобритании в конце XIX в. был построен первый мусоросжигательный завод (МСЗ). Первоначально МСЗ использовали для уменьшения объема складируемых на свалках остатков отходов и их обеззараживания. Позднее было обнаружено, что тепло, которое вырабатывает МСЗ, можно сравнить с теплотворной способностью высокозольных бурых углей, и ТКО могут использоваться в качестве топлива для теплоэлектростанций (ТЭС).

Первые мусоросжигательные агрегаты во многом повторяли котельные агрегаты ТЭС: ТКО сжигали на решетках энергетических котлов, а полученное от сжигания отходов тепло использовали для производства пара и последующего получения электроэнергии.

Надо отметить, что бум строительства МСЗ пришелся на период энергетического кризиса 1970-х гг. В развитых странах построили сотни МСЗ. Казалось, проблема утилизации ТКО была решена. Но МСЗ того времени не имели надежных средств для очистки выбрасываемых в атмосферу отработанных газов. Поэтому довольно простые по устройству и относительно дешевые МСЗ первого поколения пришлось закрывать либо реконструировать, улучшать и соответственно удораживать систему очистки выбрасываемых в атмосферу газов.

Второе поколение МСЗ

Со второй половины 1990-х гг. в Европе началось сооружение МСЗ второго поколения. Стоимость этих предприятий около 40% составляет стоимость современных эффективных газоочистных сооружений. Но суть процессов сжигания ТКО по-прежнему не изменилась.

Новые энергетические возможности МСЗ: европейский опыт

В Европе он уже решен. Прошедшие сортировку отходы являются составной частью снабжения населения электроэнергией и теплом. В частности, в Дании, МСЗ, интегрированные с начала 1990-х гг. в систему электро- и теплоснабжения городов обеспечивают 3% электроэнергии и 18% тепла.

В Голландии на свалки вывозится только около 3% отходов, поскольку в стране с 1995 г. действует специальный налог на отходы, которые вывозятся на специальные полигоны. Он составляет 85 евро за 1 т отходов и делает свалки экономически неэффективными. Поэтому основная масса отходов перерабатывается, а часть превращается в электроэнергию и тепло.

Для Германии считается наиболее эффективным строительство промышленными предприятиями собственных ТЭЦ, использующих отходы собственного производства.
Наиболее характерен такой подход для предприятий химической, бумажной и пищевой промышленности.

Европейцы давно придерживаются предварительного разделения отходов. В каждом дворе стоят отдельные контейнеры для различных видов отходов. Этот процесс был законодательно закреплен еще в 2005 г.

В Германии создается до 8 млн т отходов ежегодно, которые могут быть использованы для производства электроэнергии и тепла. Однако из этого количества находит применение только 3 млн т. Эмиссионная торговля заставляет европейцев подойти к утилизации мусора, особенно путем его сжигания, с совершенно иных позиций. Речь уже идет о стоимости снижения выбросов углекислого газа.

В Германии для МСЗ действуют следующие нормативы – расходы по избежанию выброса 1 мг углекислого газа при использовании коммунальных отходов для производства электроэнергии составляют 40-45 евро, а при производстве тепла – 20-30 евро. В то время как эти же расходы при производстве электроэнергии солнечными батареями составляют 1 тыс. евро. Эффективность МСЗ, на которых могут производиться электроэнергия и тепло, по сравнению с некоторыми другими альтернативными источниками энергии ощутима.

Немецкий энергоконцерн E.ON планирует стать ведущей компанией в Европе по добыче энергии из отходов. Цель компании – занять 15-25% долю на соответствующих рынках Голландии, Люксембурга, Польши, Турции и Великобритании. Причем главным направлением E.ON считает Польшу, поскольку в этой стране (как и в России) мусор в основном утилизируется на свалках. А предписания ЕС предусматривают в среднесрочном аспекте запрет на подобные свалки в странах сообщества.

Надо отметить, что в Германии ситуация с утилизацией мусора радикально изменилась только в 2005 г., когда были приняты законы, запрещающие неконтролируемую свалку отходов. Только после этого бизнес на мусоре стал рентабельным. В настоящее время в Германии ежегодно необходимо перерабатывать примерно 25 млн т мусора, а в распоряжении имеется только 70 заводов мощностью 18,5 млн т.
CONSUMERISM

CONSUMERISM AS A NEW RELIGION

Consumerism seems to have gotten into every aspect of modern life. Even those areas of life that were not previously affected by the marketplace, have to adapt to the new reality, where consumer is in control. Consumerism has become “the religion of the late twentieth century”.

Consumerism is a phenomenon that was always immanent in the relatively developed societies, where people purchased goods and consumed resources excessive to their needs. However, there was a major change after the Industrial Revolution, when the scarcity of resources was overcome and a huge variety of goods in unlimited amounts became available to a wide range of people.

To buy and to own has become Western society's essential urge. As the information technologies developed, the power of mass media grew. To support a profit-based capitalist economy the ruling class, which owned the means of production had to convince the middle and lower classes to buy and generate profit. And here's when mass media stepped in. Advertising - as the main engine of sales process, has played a huge role in consumerism's spreading and development. Newspapers, TV commercials and billboards screamed about new ketchups, cars and cottages, convincing us to buy and buy and buy. The mass media also made modern consumerism borderless and international. With satellite TV channels and Internet you can sell anything to anyone in the world. International consumerism is a result of globalization, which reduces the number of borders in our world. It is done so by the establishment of transnational corporations, development of transportation, industrial, information and communication technologies.

In Western developed societies culture is profoundly connected to and dependant upon consumption. Without consumer goods modern developed societies culture would loose key instruments for the reproduction, representation, and manipulation of their culture.

So, modern consumerism has been formed under the influences of corporate politics, the commercialization of culture (more and more intellectual, cultural and spiritual “goods” are produced) and the impact of mass media. People started to have more money - and they started to consume more.

Indeed, consumerism is based on constant purchasing of new goods and services, with little attention to their true need, it is driven by advertising which creates a desire to follow trends and results in materialism as a major life philosophy.

Consumerism replaces normal common sense desire to have life's necessities with artificial and insatiable search for things and money to buy them with. An intended consequence which is promoted by those who profit from consumerism is the acceleration of discarding of the old, either because of durability or a change in fashion.

So what is the solution? Can we do anything to change the consumerist society? Yes, we can and more than that - we have to. What the anti-consumerists propose is - to own less and to enjoy what you own more. Basically, many things we buy we don't need. As it goes in an anonymous quote “We buy things we don't need to impress people we don't know”. And therefore, thoughtful consuming will finally get us to the point of rational usage of natural resources. In order to change, we will have to get rid of a throw-away mentality. “Reduce, reuse, recycle” is a simple anti-consumerist mantra. And it does work, even if you think that you alone will hardly make any difference.

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THE CONSUMER SOCIETY

In the consumer society, "I am what I have" is the operative definition of self. In today's society consumerism is often portrayed to be a negative aspect of people's lives and purchasing behaviors, which inevitably leads to materialism. But, if looked at in a positive light, consumerism have certain positive characteristics. Consumerism has emerged as part of a historical process that has created mass markets, industrialization, and cultural attitudes that ensure that rising incomes are used to purchase an ever-growing output. Consumerism rests on the assumption that human desires are infinitely expandable; if there are an infinite number of ways to be dissatisfied, there are boundless opportunities to create new products to meet those desires. Every day companies compete by inventing a new product to satisfy consumer's need. Some of these things are very useful and make some people wonder how they would live without them. Many of these products don't have much impact on society and fade out throughout the years. Although it has been said that money is the root of all evil, many people actually believe that they would be happier if they were wealthier. People often want more than they have now, more money, a better car, a bigger house, more shoes and cloths. They will never be satisfied, because every day there is new ads for new cars, clothes and electronics. Nowadays, big companies and corporations try to make people buy their products by using more and more advertising techniques. TV commercials, posters on the walls, newspaper ads and a variety of different flyers are just some examples of the massive propaganda used by businesses. Not only have advertisers learned to identify specific products that appeal to men and women, but they have also found that the "want" of the consumer can be turned into a "need" for the advertised product. Many of the beauty product companies advertise their products as a "need" which ultimately appeals to a vast majority of women.

There are many ways that consumerism can effect the environment. Consumerism can cause air and water pollution, land contamination, and forest degradation. Consumption itself, plus the production and waste of products used in consumption is related to pollution. Industrial waste (especially when just dumped into the rivers and oceans), waste from the tourist industry (including cruise liners, air travel, etc.), waste from industrial agriculture, and automobile emissions are examples of air and water pollutions caused by consumerism. Tobacco production, for example, can lead to soil degradation and land contamination. Worried about the negatives effects on environment by consumerism, Ted Dave, a Canadian artist, founded the "Buy Nothing Day", which is an informal day of protest against consumerism. The "Buy Nothing Day" is a good way to show people how addicted to shopping they are, and it is a good way to make people think how consumption is destroying the planet. I personally do not think that the "Buy Nothing Day" would affect the country's economy, because this protest lasts only 24 hours and what people do not buy that day will be bought at a later date.

Consumerism can actually have some positive effects on society. The economy depends on people buying stuff. If people only bought the absolute necessities, most of the country would be unemployed and unable to make enough money to buy those absolute necessities. The growth of demand for consumer goods also encourages investors to put their money into expanded production so consumption growth also stimulates economic growth. Consumerism increases consumption, more consumption requires more production, more production means more jobs and more income in society, and more income means more consumption. This is the cycle which if managed properly can bring growth and prosperity to society. Consumerism is essential to our economy, but authorities should imply rules and laws to make sure that consumerism does not destroy our planet.
THE EFFECTS OF CONSUMERISM

Consumerism is becoming the hallmark of most world economies. In the West, it is a common phenomenon, but now even developing countries in the world are resorting to it.

Consumerism refers to the consumption of goods at a higher rate. The economy is judged by the production and selling of goods. The gross national product is the sum total of goods and services produced for a specific period at a specific time. The more goods produced and consumed by society the higher the growth rate of the economy. The prosperity of a nation is judged by the per capita income of individuals residing in it. The economy is considered to be “doing well” if the purchasing power of the people is high.

In consumer society, people replace their goods with newer ones. They purchase goods, use them and throw them away. New goods when they become old are replaced by newer ones. The question of repair does not arise. People have money to purchase goods in plenty. In case, they do not do so as it leads to recession and depression and also results in unemployment.

What are the effects of the consumerism?

Consumerism is appreciated in Western economies since a person’s standard of living is valued by his or her material possessions. There are certain positive effects such as:

Positive Consumerism Effects:

- More industrial production.
- A higher growth rate economy.
- More goods and services available.
- More advertising since goods manufactured have to be sold.
- Increased production will result in more employment opportunities.
- A variety of goods and services to choose from.
- More comforts for a better living style.

There are always certain pitfalls to a given situation in a society. Material prosperity may be there in consumerism but, it has its negative effects on the people and society at large.

Negative Consumerism Effects:

- Craving for goods is high. The wants and desires of the people increase. The better their income, the better their purchasing power. But in case, they are not able to do so, then they feel dissatisfied.
- One is in a rat race to earn more and is forced to cope up with stress and other work related tensions.
- Material wealth is the deciding factor about whether a society is highly developed or not. Spiritual values are underplayed. This may not be suitable to a person from the East, who generally is appreciative of spiritual values.
- Over-dependence on labor saving devices.
- A car for each individual would mean gradual erosion of public transport.
- Crime rate also increases as wants to possess expensive gadgets increase. Thefts become common and daylight robberies take place.
- Personal relationships also get affected as people are busy trying to earn more to maintain their standard of living.
- Cheaper goods are imported from other goods affecting the growth of locally based manufacturing industries.
- Consumerism has also resulted in ecological imbalances. The natural habitat is being destroyed to create more goods and build more buildings affecting the weather. Global warming will eventually result in health problems. Industrial pollution is affecting people in many ways.
- People lifestyles have also changed in the sense they are more lavish, full of material comforts rather than focusing on simplicity. The Eastern spiritualism and philosophy has always laid emphasis on simplicity. Gandhian principles and values favor a non-materialistic approach to life. Even well known sages such as Jiddu Krishnamurthi have also eulogized simplicity in one’s lifestyles and thinking.
- Consumerism is also depleting the natural resources of the respective country.
- Psychological health also can get affected if one’s desires are not meant such as depression. Jealousy and envy can lead to crime.

The United States is a consumer economy and is known for its material growth and prosperity. But presently, the economy is reeling under the pressure of recession. People who have lost their jobs are finding it difficult to meet both their ends. In the East, India is also progressing towards materialism, although this goes against its ancient philosophical approach towards materialism, which favors a simple, non-materialistic life.
SOCIAL NETWORKS

WHAT DO YOU THINK ABOUT MODERN WAYS OF COMMUNICATION?

We cannot imagine the world without modern ways of communication. They make the lives easier, the business quicker and more flexible and connect people all over the world in no time. Of course there is still nothing better than a face-to-face contact. This way one can see the eyes of the person he or she speaks to and understands the impression or feelings one has. Everybody uses contemporary ways of communication but there always comes a moment when I want to see my friends in person. Thus we can talk, play the piano or study together and we are able to notice gestures which help to understand what we feel.

The Internet is quite convenient. It saves a lot of time, provides vast field of information and gives the opportunity to visit virtually any spot of the world. It helps to pay taxes quickly; it secures up-to-date knowledge about any sphere of interest.

Cell phones are modern means of communication and they often prevent a person from serious troubles. Having quick access to Emergency Services, no matter how far you are is quite an advantage. The constant contact with my loved ones is a fact that keeps me calm. Sending immediate pictures of a wonderful scene I witness and sharing them with my friends makes me happy and fills my life with positive emotions.

In the century in which the most precious of all is information modern technologies are the key for doing successful business and for safe communication. God has created us different in order to share our uniqueness and in this busy stressful world of alienation we should all cherish any valuable moment of personal contact with others. Looking at somebody’s eyes can preserve people as human beings. Modern technologies are quite beneficial but they could never replace the old fashioned personal contact between people who need to see, touch and feel the warmness of the men.

Modern means of communication have introduced relevant changes in our lives: some believe benefits outweigh disadvantages, others the opposite. Discuss your view and state your position. As humans have a highly developed brain, new innovations in communication are created to make our living standards better. However, there has been a debate on whether such changes benefit our lives more than worsening them.

In this modern world, telephones are no longer the only device used to communicate with other people. For example, using new software applications like skype, is undoubtedly one of the popular ways for communication. In this way, we can surf the net and chat with our friends at the same time. Time can be more well-spent and furthermore, extra phone bills can be saved as well. Another advantage for communicating via electronic devices is convenience. For those who cannot bother going outdoors to meet up with someone, such modern technology can certainly solve their dilemma.

On the contrary, others suggest that such trend of communication can make people’s social skills degenerate. As time passes, people tend to forget how to talk to each other naturally when it comes to the necessity of face-to-face communication. In addition, such phenomenon can increase the popularity of laziness in one’s habit.

To sum up, it is possible to admit the fact that modern means of communication can add unexpected good points to our social lives. Thus, the downsides cannot be ignored. It would be better if we remind ourselves to go out with others once in a while to regain the confidence we used to have in our social lives.
SOCIAL MEDIA

As it relates to social networking in the workplace, there is no one-size-fits-all approach. Benefits of social networking platforms vary based on platform type, features and the company itself.

Social networking platforms may allow organizations to improve communication and productivity by disseminating information among different groups of employees in a more efficient manner, resulting in increased productivity. While it is not meant to be all-inclusive, the list below outlines some of the possible advantages and disadvantages.

Possible advantages:

- Facilitates open communication, leading to enhanced information discovery and delivery.
- Allows employees to discuss ideas, post news, ask questions and share links.
- Provides an opportunity to widen business contacts.
- Targets a wide audience, making it a useful and effective recruitment tool.
- Improves business reputation and client base with minimal use of advertising.
- Expands market research, implements marketing campaigns, delivers communications and directs interested people to specific web sites.

Possible disadvantages:

- Opens up the possibility for hackers to commit fraud and launch spam and virus attacks.
- Increases the risk of people falling prey to online scams that seem genuine, resulting in data or identity theft.
- May result in negative comments from employees about the company or potential legal consequences if employees use these sites to view objectionable, illicit or offensive material.
- Potentially results in lost productivity, especially if employees are busy updating profiles, etc.

Employers do have the right to simply ban all computer activity that is not work-related, but this approach may not yield optimal results. If employees are to be allowed access to social networking platforms, then a comprehensive and well-defined policy should be established to prevent abuse.
PEOPLE LIVE IN SOCIAL NETWORKS

Nowadays as humans have a highly developed brain, new innovations in communication are created to make our living standards better. Modern ways of communication make the lives easier, the business quicker and more flexible and connect people all over the world in no time. From children to senior citizens, modern means of communication have become a craze as a way of staying ahead with the technology. With our fast lifestyles, we have no time to meet our relatives or friends and are left with the only option of talking with the help of different gadgets and equipment.

Cell phones are the most convenient means of communication: you can call whenever you wish, not being bound by place or time. They often prevent a person from serious troubles providing a quick access to Emergency Services, besides we have a constant contact with the loved ones, can send immediate pictures and messages.

The Internet is quite convenient too. It saves a lot of time, provides vast field of information and gives the opportunity to visit virtually any spot of the world. It helps to pay taxes quickly; it secures up-to-date knowledge about any sphere of interest.

While the internet made the world a global village, the social networking sites brought the world within the four walls. No wonder it is one of the fastest growing communication tools. The rise of social networking sites have been phenomenal partly due to the immense freedom it affords. From finding long lost friends to meeting likeminded people, these sites offer everything to facilitate your online life.

Worldwide Connectivity
- The best advantage of social networking sites is that these sites allow you to keep in touch with your friends, classmates, and relatives. It is also the most cost effective way to keep in touch with your people. Here geographical locations are no barrier to stay in touch.
- These sites allow you to send and receive messages, upload photos, and videos. As such, they are very interactive as you can get to see what your friends and relatives are up to.
- With social networking sites, you are not bound by any geographical and cultural differences. These sites are a window to different cultures and places.
- You can build a network of contacts and interact with a lot of people at the same time. As such, you can spread your thoughts and interests to a large number of people.
- The social networking sites also facilitate you to procure information on any subjects from anywhere. These sites also make it easier and faster to collect the information.

Commonality of Interest
When you opt to participate in a social network community, you can pick and choose those individuals whose likes and dislikes are similar to yours and build your network around those commonalities. For instance, if you are a book lover, you can find and interact with those who share your interest. Because you are connecting digitally instead of having to physically attend meetings, you have the luxury of joining many more groups and communities.

Real-Time Information Sharing
In many social networking sites you can exchange information in real-time via a chat. This is a great feature for teachers to use to facilitate classroom activities. These networks can be used as effective vehicles for students to pursue self-paced online learning. In addition, the Internet is the ultimate online textbook. Students can find online much of what they need to know. Social networking can provide a tool for managers or business people to use as a means of interacting with clients or prospects.

Free Advertising
You can spread the word to millions of people 24/7 through social networking profiles for free. You can promote one product, service or idea or many because you are limited only by the amount of time you wish to spend. Due to the huge number of people who regularly use networking sites it has found huge favors among advertisers.

Increased News Cycle Speed
Social networking has revolutionized the speed of the news cycle. Many news organizations now partner with social networking sites in order to both collect and share information. Needless to say that social media has changed the way people interact but social networking can sometimes result in negative outcomes, some with long-term consequences.

Diminishing Privacy
The most glaring disadvantage of social networking sites is the risk of identity theft and fraud. The personal information of users can be used by dubious people for illegal activities. Information like the e-mail address, name, location, and age can be used to commit online crimes, taking into account that many users do not realize how much private information they are allowing to become public. Tagging can also serve as an invasion of privacy. When social networking sites have a "tagging" option, unless you disable it, friends or acquaintances may be able to tag you in posts or photographs that reveal sensitive data.

Isolation
Social communities reduce or eliminate face-to-face socialization. Because of the autonomy afforded by the virtual world, individuals are free to create a fantasy persona and can pretend to be someone else. It is hard to say no, be rude, or ignore someone when you are looking them in the eye. It's incredibly easy and quick to unfriend or unfollow someone or simply block their efforts to make a connection. Just one click of the mouse and your problems are over. Unfortunately, this feature of online socialization cheats people of the opportunity to learn how to resolve conflicts in the world outside the Internet and it could cripple one's social skills development. While on the surface it appears social networking brings people together across the Internet, in a larger sense it may create social isolation. Scientists determined that social isolation can lead to a host of mental, psychological, emotional and physical problems including depression, anxiety, somatic complaints, tremendous levels of stress, aggression and many others.

Negative Health Consequences
Different scientific researches showed that hyper-networking (more than three hours on social networks per day) and hyper texting (more than 120 text messages per day) correlated with unhealthy behaviors in teens, including drinking, smoking and sexual activity. Hyper-networking was also associated with depression, poor sleep patterns, suicide and poor academic performance.

Cyberbullying and Crimes Against Children
Use of social networks can expose individuals to harassment or inappropriate contact from others. Unless parents are diligent to filter the Internet content to which their families are exposed, children could be exposed to pornography or other inappropriate content.

People As Products
Global social networking revenues will exceed $10 billion in 2013. Most social networking sites like Facebook or Twitter offer their services to members for free, yet still net significant income. Social networking sites are uniquely positioned to make money by matching people to products. Since you generate content on a social networking site that indicates your interests, social and work background, and a great deal of other information about your personal preferences, the social networking sites can target advertisements specifically to you, a service for which advertisers are willing to pay significant amounts of money.

Time Waster
If this is not your kind of thing, then it would just be a waste of time for you. The key to social networking is that it is supposed to be fun, whether you are just doing it for kicks or clicking around for business purposes. That should be reasonable enough for anyone, but there are those people who don't see the point. For them, it can be a disadvantage. Moreover, it is easy to become distracted and end up spending valuable time on games, chats or other non-related activities.
Some other disadvantages may include such points as: encouraging poor grammar, usage, and spelling; creating a culture in which a single mistake such as a racy picture can cause irreparable harm to your reputation; decreasing productivity as workers habitually check social networking sites while they should be working.

Deciding whether we will use social networking is an individual choice. We should take responsibility for our own safety and integrity and never join something just because it is trendy or all our friends are doing it. In evaluating the advantages and disadvantages of social networking, it's best to err on the side of caution and information. After all, the lack of both can have a devastating effect. Parents should regulate their children's networking accounts. Additionally, many services have private settings available to protect profiles from unwanted online viewers. Discussing the rules and positive aspects of social networking with your friends and family can also defray negative repercussions. The power of social networking is solely in the hands of its countless users. With enough responsible members, aspects that may be potentially damaging have the potential to be improved.

In the century in which the most precious of all is information, modern technologies are the key for doing successful business and for safe communication. God has created us different in order to share our uniqueness and in this busy stressful world of alienation we should all cherish any valuable moment of personal contact with others. Looking at somebody's eyes can preserve people as human beings. Modern technologies are quite beneficial but they could never replace the old fashioned personal contact between people who need to see, touch and feel the warmness of the men.

**PROS AND CONS OF SOCIAL NETWORKS**
Social Networking has grown to a level where it becomes part of peoples everyday living. As with everything on the internet, there are disadvantages and advantages with using social networking.

Some advantages to social networking are:
- Low costs
  - Social networking for personal and business use if free. It is an easy and cost effective way to reach your consumers and people in your network.
- Builds Credibility
  - For business purposes, connecting with your customers on a personal and professional level will make them loyal to your company and brand.
- Connections
  - Connecting with people in your friends' networks or your work networks will benefit you in the long run. It will help you gain connections which may be useful in the future.

Some disadvantages to Social Networking are:
- Lack of anonymity
  - Social networking usually requires you to input your name, location, age, gender and many other types of personal information.
- Scams and harassment
  - Being online you are at risk to face cases of harassment, cyber-stalking, online scams and identity theft.
- Time consuming
  - If you are new to social networking, learning the process can be very time consuming.

With these advantages and disadvantages I hope you guys continue to use social networking safely!

The Advantages and Disadvantages of Social Networking

http://www.everyday-wisdom.com/articles.html

Social networking is a recent invention that has the Internet still at the edge of its seat due to its popularity with people. This is mostly because it really is for the people. Bringing every kind of social group together in one place and letting them interact is really a big thing indeed. Everything about it lies on the advantages and disadvantages of social networking, and what it can do for you.

Here are the advantages that can be more than enough for you to want to join in.

Low Costs

Definitely, it's cheaper to use online social networking for both personal and business use because most of it is usually free. While personal use is rather simple for anyone, the business functions are underestimated by many. In a social networking site, you can scout out potential customers and target markets with just a few clicks and keystrokes, adding a boost to your usual advertisements and promotional strategies. It lets you learn about their likes and dislikes, which is tremendous. If you want to fine tune your business, then this is the way to go, whether on a budget or not.

Builds Credibility

You definitely can gain the customers' confidence if you can connect to them on both a personal and professional level. Despite having to do a bit of work, it definitely pays off as you can be tapped for an offer if someone catches wind of your products or services. As long as you don't pursue them too aggressively, you will do well here.

Connections

You are friends with people who have other friends, and so on. There is potential in such a common situation. By using a social networking site, you can do what you can and get
connected with these people to form a web of connections that can give you leverage if you play your cards right. As long as you give as well as you receive, then they will most likely stick with you. These connections are definitely valuable in the long run. That definitely sounds enticing.

However, what about the disadvantages though?

**Lack of Anonymity** You are putting out information about your name, location, age, gender, and many other types of information that you may not want to let others know. Most people would say be careful, but no one can be certain at any given time. As long as people can know who you exactly are, then some can find ways to do you in.

**Scams and Harassment** There is a potential for failure of security in both personal and business context. While many sites apply certain measures to keep any of these cases of harassment, cyber-stalking, online scams, and identity theft to an absolute minimum, you still may never know.

**Time Consuming** If this is not your kind of thing, that it would just be a waste of time for you. The key to social networking is that it is supposed to be fun, whether you are just doing it for kicks or clicking around for business purposes. That should be reasonable enough for anyone, but there are those people who don't see the point. For them, it can be a disadvantage.

Now there is something to really think about. Nothing is without a blemish, but those of this type of networking shouldn't really be that much of a concern regarding your safety. As long as you go along without making big mistakes, then it is all good. You can take advantage of the Internet phenomenon that continues up to this day.

Once you understand the advantages and disadvantages of social networking, then you can cruise through without fail.

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**THE STATUS OF WOMEN IN MODERN SOCIETY**

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MODERN WOMEN

Issues

The whole situation in today’s women world leads to some basic questions. Do women feel insecure, unhappy and dissatisfied more than their predecessors? Why are they confused about women’s role and position in modern society? Is employment making women economically strong, but socially and emotionally broken? What can be done to empower women? Is there any mid-way, which could make women secure, aware, confident and happy without disturbing the familial peace and social harmony?

With changing times, women risen up to situation

Modern women have proved that they are second to none, whether it is home, or outside home at their workplace. Even in areas which are far away from their traditional role as a housewife. With changing times, they have risen up to the occasion and managed the work both inside and outside the home at her work place. – such as in industry, media, IT, politics, technology, administration/ management, armed forces or civil services. Outside, they work shoulder-to-shoulder with men almost in all the areas. They are educated. Many of them are financially independent.

At home, they rear children with love and affection and manage household activities. They have shown their capability to deal with the recent economic depression.

Modern women are more aware than their predecessors of their rights and are keen to exercise them. They know their worth in within the family, in the society and in the world.

Women in western world

Women of Western world today enjoy more privileges in matters of education, employment, freedom, liberty & equality than their counterparts in eastern world.

Margaret Thatcher, the Prime Minister of United Kingdom during late eighties led her country from a bad economic condition to success. She has shown to the world that women are capable of wielding political power even in a “Developed country” like England.

But the erosion of family values and decay of day today ‘social life’ has always been a matter of concern in the USA and the West. There people and leaders regularly call for the restoration of social/family values and systems, which basically depend on culture of ‘inclusiveness’ and not on the concept of ”exclusiveness”, which Western societies glamorize.

Women in Eastern World

The eastern world, especially nations in Asia are still struggling to give to its women their rightful place. Problems of high female mortality rate, sexual harassment, deaths during childbirths still exist there. There are millions of women who are denied of pleasures of life because of their gender. Their problems are deeply ingrained in the history, laws and cultures of complex and sophisticated Asian societies.

Confusion in women’s mind about their role in life

There is a confusion in women’s mind as well as to what should be their role in life – that of a home-maker or a career woman. On the one hand they are under constant pressure, because psychological strains are created by the need to conform to socially induced images of femininity
- to be a good wife, perfect mother and efficient home-maker. On the other, desire to establish their own identity or financial strains in family life force them to become career women.

**Still victims of social evils and discrimination**

A large number of women are still victims of many evil social customs and traditions, which are ingrained in the history, culture and laws of the patriarchal system of society. Most heinous crimes are still done against women irrespective of caste, creed, time or place such as infanticide, physical abuse, early marriage, illiteracy, unequal rights in marriage, divorce, rape, inheritance, restrictions on widow remarriage. etc. The list is endless. Crimes against women are increasing everyday.

**Reasons**

Reasons for sufferings/insecurity of women-folk are many like:

- **Indifferent attitude** – The male-dominated society and callous government usually turns a blind eye to the gender issues. Secondly, the administration and judiciary are very slow in reaching and taking any kind of measure.

- **Strains on modern families** – A modern woman, when in need, does not find enough support systems to fall back on, which usually her own family used to provide earlier. Due to fast-pace of modern life, busy life-style, lack of time and other constraints on modern families, it has become almost impossible to get earlier kind of emotional or physical support. Many surveys show that a significant number of women leave workforce when they start a family. Maternity is usually seen as a disruption in career. There is a dramatic decline in the share of women as they move up the hierarchy.

- **Growing intolerance amongst youths** – The tolerance level of people is continuously decreasing. Aspirations and ambitions have increased beyond limits. Everybody wishes to touch the sky with least effort and with no loss of time. Failure in achieving one’s targets due to one reason or the other, make a person intolerant and angry.

- **Liberal ‘divorce’ laws** – In modern families, marriages are no more considered to be a lifelong commitment. Intolerance amongst youth is increasing. A woman can not be sure due to lack of mutual understanding, how long her marriage will last. It does not take much time or effort for both the couple to walk out. A little bit of intolerance or misunderstanding puts her married status in danger and compels her to cope up with all kinds of problems and difficult situations single-handedly.

- **Adversities of life arising out of economic, social, psychological and environmental situations hit women’s world worst.** During times of war, struggle, unstable economy, natural calamities and infighting amongst various sections of society, women along-with children are the primary victims and are worst hit.

- **At times in an attempt to safeguard/uphold their independence/authority within the family or at working place, some women become insensitive, narrow minded and sometimes ruthless.** Too much of assertion of their independence or authority create complications in their own life and in others’ lives as well, which ultimately develop insecurity in women’s minds.

- **Government’s inefficiency/failure to implement honestly and sincerely the laws passed to protect the interests of women.**
Disoriented psyche of a modern woman

Women like men are now in a rat race for power, position and money. Self-gratification and heroism (feeling of being super women) is taking prevalence over social responsibilities. Breaking down of value system is affecting adversely familial bonds or bonds of marital loyalty. They are in a hurry to fulfil their desires and in the process end seems to justify means. Such an attitude has led to a situation, where they do not want to compromise in any way their time and resources, most of the times not even for their own children. Modern women at times do not find or devote enough time to inculcate positive values in the minds of growing-up children.
PLIGHT OF WOMEN

Plight of home-makers

A woman as a homemaker contributes a lot directly by providing a sound foundation for well-knit family and a stable society and indirectly in development of nation by giving it confident, encouraged and responsible young citizens. She inculcates positive qualities in future citizens of the nation i.e. their children, which inevitably become part of their nature and provide guidelines for their wholesome behaviour pattern.

What does she get in return? A woman in her traditional role as a homemaker/ housewife is the most neglected person in modern society. Degree of negligence differs at different places and is ingrained in mindset of its people, laws, history, customs and cultures of different societies.

They face many difficulties and make many sacrifices while doing multi-faceted jobs within their house, though in smaller area, like house-keeping, accounting, counseling, commuting, nursing, taking care of elders in the family, rearing up children, educating them, inculcating confidence and good values in them, etc. etc.

A home-maker generates in each and every member of family a feeling of being wanted and loved. She provides to her husband tension-free atmosphere to develop his personality in full and prosper in life. He gets enough time, energy and purpose to pursue/ progress in his career without hassle. To elders she provides a desirable shelter and comfort. All these jobs require lots of patience, tolerance and sense of responsibility.

But what do homemakers get in return from the society or the nation for spending all their time and energy in managing all family affairs/chores efficiently and making everybody in the family happy, comfortable and contended. It is not recognized as a fulfilling and respected job by modern society. It is considered as a thankless job. The contribution of homemakers to the family or society as a daughter, as a wife or as a mother usually remains invisible, undervalued, unpaid. It is taken for granted.

Willingly or unwillingly, a homemaker is still under many social, economic, legal restrictions. Since she does not earn money directly, her position in family is belittled. Economically she always remains dependent on man throughout her life either on father or husband or sons. Society considers her a big burden/liability.

Homemakers are regarded as ignorant, unworthy of interest, useless and dull creatures. Quite often, she is made fun for wasting her time and energy in cooking and doing other thankless/boring household jobs. Such an attitude of society either shakes her confidence or works as a disincentive. She herself starts considering management of house a thankless job and desires to join the mainstream and earn directly.

Plight of career women

In recent past, modern women have departed from their traditional role of only being housewives/ homemakers or mothers and wives. Price-rise, inflation, economic strains on family has forced women to work and add something to the family income.
A regular paid job has made her financially secure and satisfied, liberated and empowered. But seeing the difficulties, a career women faces, one is often forced to think does employment make a woman economically strong, but socially and emotionally broken.

There is always a fear at the back of her mind that if she loses the chance, there are many others waiting in the queue.

Taking up a full time job is not much of a problem for single women/childless women or women having grown-up children. But it becomes very difficult and strenuous for a career woman to manage both the household tasks and the responsibilities assigned to them at their work place. All the time, they have to work very-very hard, a bit here and a bit there and thus they have to cope with the work at home and in the office.

Sometimes, because of stress and strains, a career woman faces health problems, her busy schedule affects adversely proper growth of children.

Recent transition has made some of women over-confident and over-ambitious. The psyche of such modern, educated and liberated women has led them to be in ruthless competition with men. In their hurry to win the race and further their career, they overlook their social responsibilities. They desire to have similar freedom, liberty and carefree life, as usually male counterparts enjoy. They prefer to act or behave like men.

Such women take all major decisions in the family and to dictate their own terms. They want to control the destiny of everybody around them. They do whatever they want and enjoy life in their own way. To them, nothing matters in life except for their own self.

Plight of an urban woman

Two income families are fast becoming the norm of urban modern society. It puts a great pressure on urban women. Modern trend of nuclear family system and desire of liberated woman for complete freedom have aggravated their problems.

Increased necessities due to consumerism and lure for luxury items have added to the miseries of urban women, who suffer more than a rural woman due to social evils like infanticide, divorce, child care, polygamy etc.

Plight of rural women

Many rural women are victims of poverty, ignorance, illiteracy and unemployment. Rural women irrespective of caste or class have to suffer more than urban women in three critical areas: –

- Access to education,
- Reproductive health
- Credit Resources.

Women in rural areas become victims of abuse, harassment, humiliation and exploitation because of the laziness, drunkenness, debts, vices or violent attitude of their own men-folk. Wife beating, desertions, polygamy are the common practices amongst them.
THE STATUS OF WOMEN

The pace of women’s advancement has been very slow. It is very difficult to make a breakthrough in age old traditions, customs and accepted norms/values in the society.

There is a need to create supportive infrastructure for women to enhance their confidence and ensure their security. For it, policy makers need to understand that liberation means liberation from atrocities and oppression. The policies, they make or programs they initiate should be directed to educate all the women, so that they could become confident, self-sufficient, and capable to participate in nation building activities. It is necessary to inculcate in women scientific temper and courage to fight against evil social practices. They should be made aware of the legal infrastructure of the nation, especially about the special legal measures taken to protect them from atrocities and exploitation.

Traditional point of view

Women, by nature are more patient, tolerant, responsible and understanding than man. Healthy relationship between husband and wife makes the world more colourful, comfortable and give each other purpose of life. It gives both of them incentive to work hard, move forward and make everybody happy within the family.

Too much stress on liberty and freedom of women has taken away sheen from the social institution known as ‘family’. An impulsive mind can not think rationally. Till now, they have given refuge and emotional support to all – young or old. Now their absence from home has developed insecurity in minds of children and old people. The increasing burden of work within and outside the house has often resulted in domestic quarrels, which at times end up in divorce.

Requirements of the 21st century

The need of the modern times is to maintain a balance between femininity and ambition. The measures for improving the status of women should not destroy those valuable components which sustain life, activity and happiness of all within a family.

West’s materialistic value system presupposes the preference of “having” to “being”. The finer values of life have given way to sheer selfishness, chasing money, materialism, commercialism and desire to possess more and more luxurious goods/comforts. Modernization has increased their necessities & economic expectations.

Joint effort of women and society

A joint effort of women themselves and that of the society is urgently needed in order to cope with the challenges posed due to recent changes in the attitude and role of women of twenty first century. It would be a blunder, if society does not realizes that women are the backbone of many societies. They not only provide management at home, but also work they work shoulder-to-shoulder with men almost in all the areas. They contribute, both directly and indirectly, in nation-building activities. Women have always been good managers and decision-makers. Till now their qualities/skills have benefitted ‘family’ only.

There is a need to maintain balance between femininity and ambitions of women. With modernity, technological advancements, info-tech revolution has changed the role of women, her equations with others, her perspective and ambitions. Economic independence has made them
The attitude of people in the twenty first century became increasingly individualistic. Both men and women bothered about their own issues and commitments. More importance is being given to self identity, less attention to family-matters. Youth do not tolerate any opposition or interference of elders in their family matters. Any restriction on pleasures of life is just not tolerated. They want life free from tensions and stress.

Women issues needs to be nurtured very carefully, so that not only they, but also the community and nation can benefit. A woman should not care for her own needs only, but also needs to see the welfare of all the persons around her. To be educated means to be enlightened, to be aware of her surroundings and to be conscious of her responsibilities.

At present families and communities do not have time to spare for inculcating required values in children. Now a days, schools/educational institutions are expected by modern society to inculcate in young children good values and mannerism. From schools required values are expected to be reinserted into society. For inculcation of moral values, modern society should not depend on educational institutions.

Why should a woman consider maternity, motherhood and household responsibility a burden? That is their source of power as the next generation is in her domain. There is an urgent need to pay attention to the future of family as an institution. Values cannot be taught like texts nor tested in written examinations. Good values are inculcated at home, in one’s family and society. They are learned by living. Woman is the hope of the future.

As far as the ambitions of woman are concerned, she should set her priorities rightly at different points of her life. If she wants to pursue a career first, she should devote her efforts and energy towards it. But once she decides to enter into a family life, she should not take it for granted. She needs to be mentally prepared to shoulder its responsibilities as well. She should find out enough time for her family and children.

As a householder she along with her spouse is responsible to provide a secure and stable home environment. A well knit family promotes a feeling of inter-dependence and a feeling of being wanted and being loved.

As far as government is concerned, it should have liberal policies for making jobs available to women as employment makes women not only economically strong, but socially and emotionally strong. Women like men have every right to feel secure, confident and happy and to be participating actively in the mainstream of a nation/national growth, in solving all the problems of society and nation at every level. They are, both entitled to and responsible for contributing to national development but without disturbing familial peace, social harmony.
CAPITAL PUNISHMENT

CAPITAL PUNISHMENT: OUR DUTY OR OUR DOOM?

About 2000 men, women, and teenagers currently wait on America's "death row." Their time grows shorter as federal and state courts increasingly ratify death penalty laws, allowing executions to proceed at an accelerated rate. It's unlikely that any of these executions will make the front page, having become more or less a matter of routine in the last decade. Indeed, recent public opinion polls show a wide margin of support for the death penalty. But human rights advocates and civil libertarians continue to decry the immorality of state-sanctioned killing in the U.S., the only western industrialized country that continues to use the death penalty. Is capital punishment moral?

Capital punishment is often defended on the grounds that society has a moral obligation to protect the safety and welfare of its citizens. Murderers threaten this safety and welfare. Only by putting murderers to death can society ensure that convicted killers do not kill again.

Second, those favoring capital punishment contend that society should support those practices that will bring about the greatest balance of good over evil, and capital punishment is one such practice. Capital punishment benefits society because it may deter violent crime. While it is difficult to produce direct evidence to support this claim since, by definition, those who are deterred by the death penalty do not commit murders, common sense tells us that if people know that they will die if they perform a certain act, they will be unwilling to perform that act.

If the threat of death has, in fact, stayed the hand of many a would-be murderer, and we abolish the death penalty, we will sacrifice the lives of many innocent victims whose murders could have been deterred. But if, in fact, the death penalty does not deter, and we continue to impose it, we have only sacrificed the lives of convicted murderers. Surely it's better for society to take a gamble that the death penalty deters in order to protect the lives of innocent people than to take a gamble that it doesn't deter and thereby protect the lives of murderers, while risking the lives of innocents. If grave risks are to be run, it's better that they be run by the guilty, not the innocent.

Finally, defenders of capital punishment argue that justice demands that those convicted of heinous crimes of murder be sentenced to death. Justice is essentially a matter of ensuring that everyone is treated equally. It is unjust when a criminal deliberately and wrongly inflicts greater losses on others than he or she has to bear. If the losses society imposes on criminals are less than those the criminals imposed on their innocent victims, society would be favoring criminals, allowing them to get away with bearing fewer costs than their victims had to bear. Justice requires that society impose on criminals losses equal to those they imposed on innocent persons. By inflicting death on those who deliberately inflict death on others, the death penalty ensures justice for all.

This requirement that justice be served is not weakened by charges that only the black and the poor receive the death penalty. Any unfair application of the death penalty is the basis for extending its application, not abolishing it. If an employer discriminates in hiring workers, do we demand that jobs be taken from the deserving who were hired or that jobs be abolished altogether? Likewise, if our criminal justice system discriminates in applying the death penalty so that some do not get their deserved punishment, it's no reason to give lesser punishments to murderers who deserved the death penalty and got it. Some justice, however unequal, is better than no justice, however equal. To ensure justice and equality, we must work to improve our system so that everyone who deserves the death penalty gets it.
The case against capital punishment is often made on the basis that society has a moral obligation to protect human life, not take it. The taking of human life is permissible only if it is a necessary condition to achieving the greatest balance of good over evil for everyone involved. Given the value we place on life and our obligation to minimize suffering and pain whenever possible, if a less severe alternative to the death penalty exists which would accomplish the same goal, we are duty-bound to reject the death penalty in favor of the less severe alternative.

There is no evidence to support the claim that the death penalty is a more effective deterrent of violent crime than, say, life imprisonment. In fact, statistical studies that have compared the murder rates of jurisdictions with and without the death penalty have shown that the rate of murder is not related to whether the death penalty is in force: There are as many murders committed in jurisdictions with the death penalty as in those without. Unless it can be demonstrated that the death penalty, and the death penalty alone, does in fact deter crimes of murder, we are obligated to refrain from imposing it when other alternatives exist.

Further, the death penalty is not necessary to achieve the benefit of protecting the public from murderers who may strike again. Locking murderers away for life achieves the same goal without requiring us to take yet another life. Nor is the death penalty necessary to ensure that criminals "get what they deserve." Justice does not require us to punish murder by death. It only requires that the gravest crimes receive the severest punishment that our moral principles would allow us to impose.

While it is clear that the death penalty is by no means necessary to achieve certain social benefits, it does, without a doubt, impose grave costs on society. First, the death penalty wastes lives. Many of those sentenced to death could be rehabilitated to live socially productive lives. Carrying out the death penalty destroys any good such persons might have done for society if they had been allowed to live. Furthermore, juries have been known to make mistakes, inflicting the death penalty on innocent people. Had such innocent parties been allowed to live, the wrong done to them might have been corrected and their lives not wasted.

In addition to wasting lives, the death penalty also wastes money. Contrary to conventional wisdom, it's much more costly to execute a person than to imprison them for life. The finality of punishment by death rightly requires that great procedural precautions be taken throughout all stages of death penalty cases to ensure that the chance of error is minimized. As a result, executing a single capital case costs about three times as much as it costs to keep a person in prison for their remaining life expectancy, which is about 40 years.

Finally, the death penalty harms society by cheapening the value of life. Allowing the state to inflict death on certain of its citizens legitimizes the taking of life. The death of anyone, even a convicted killer, diminishes us all. Society has a duty to end this practice which causes such harm, yet produces little in the way of benefits.

Opponents of capital punishment also argue that the death penalty should be abolished because it is unjust. Justice, they claim, requires that all persons be treated equally. And the requirement that justice be served is all the more rigorous when life and death are at stake. Of 19,000 people who committed willful homicides in the U.S. in 1987, only 293 were sentenced to death. Who are these few being selected to die? They are nearly always poor and disproportionately black. It is not the nature of the crime that determines who goes to death row and who doesn't. People go to death row simply because they have no money to appeal their case, or they have a poor defense, or they lack the funds to being witnesses to courts, or they are members of a political or racial minority.

The death penalty is also unjust because it is sometimes inflicted on innocent people. Since 1900, 350 people have been wrongly convicted of homicide or capital rape. The death penalty makes it
impossible to remedy any such mistakes. If, on the other hand, the death penalty is not in force, convicted persons later found to be innocent can be released and compensated for the time they wrongly served in prison.

The case for and the case against the death penalty appeal, in different ways, to the value we place on life and to the value we place on bringing about the greatest balance of good over evil. Each also appeals to our commitment to "justice": Is justice to be served at all costs? Or is our commitment to justice to be one tempered by our commitment to equality and our reverence for life? Indeed, is capital punishment our duty or our doom?
DO PEOPLE NEED CAPITAL PUNISHMENT?

Punishment has been in existence throughout history as a method used to deter criminals from committing criminal acts. Some believe that punishment is a necessity in today's modern society as it is a worldwide response to crime and violence. Philosophers, governments and prison officials have arrived at the five traditional goals of punishment. They are retribution, rehabilitation, deterrence, restoration and incapacitation.

Retribution
The objective is that, the intensity of the punishment should fit the seriousness of the crime. The retributive punishment is used as a means of getting even with the offender, allowing the victim to feel a sense of justification by imposing the same measure of pain to the offender according to the crime committed; this will allow the victim to feel a sense of satisfaction.

Rehabilitation
This theory of punishment focuses on humanitarian values with the aim of allowing the offender to serve his period of sentence, change his behavior and return into society as a good law-abiding citizen in order to become progressive and start earning the respect of this society.

Deterrence
If the appropriate punishment is administered, it should deter criminal activities. In fact, experts believe that deterrence has no value because criminals have no cares neither for the living nor for the dead. It is also presupposed that potential criminals may be afraid to commit an offence because of the severity of the punishment they may receive.

Restoration
Restoration is aimed promoting peace and harmony in the society instead of resorting to revenge and retribution. The aim of restoration punishment is for the offender to take full responsibility, demonstrate his remorse for the wrong he did. In this case the victim gets different forms of compensation from the offender.

Incapacitation
Incapacitation is considered to be a primary utilitarian purpose for punishment as it incorporates diverse actions designed to reduce the physical capacity of a person to commit criminal activities. In other words it is taking away one's ability to commit a crime, and more so making it impossible for the offender to commit another crime, meaning offenders are executed or given long prison sentences.

Capital punishment, also known as the "death penalty," is the pre-meditated and planned taking of a human life by a government in response to a crime committed by that legally convicted person. Crimes that carry the death penalty vary greatly worldwide from treason and murder to theft.

Capital punishment is a difficult and emotional topic for many. Although it has been abolished in two thirds of the world's countries, it has a long history and is still used in many places. Its use continues to divide people. There are those in favor and those who oppose it.

Here are some of the most popular arguments in support of capital punishment:

1. The punishment fits the crime.

One important goal of criminal punishment is based on retaliation, or the historical view of 'an eye for an eye.' Many people support the principle 'an eye for an eye' and believe that the only just penalty in exchange for a willful murder is the death penalty. Criminal punishments are designed to best suit the seriousness of the crimes.

2. The death penalty serves as an important bargaining point.
In capital cases, offenders are often offered life in prison in exchange for a guilty plea. This allows the offender to avoid the death penalty and the prosecution to avoid an expensive and time-consuming trial.

3. **Victims' families largely support the death penalty.**

Certainly not all victims' families support the death penalty, but many report that the execution of the offender helps bring closure and alleviate some grief.

4. **DNA testing greatly increases prosecution accuracy.**

Recent developments in DNA testing and its wider availability vastly decrease the chances of a wrongful conviction. These newer developments should help subdue most fears that capital punishment is too risky and many innocent people are sentenced to death. Moreover, death row prisoners are given opportunities to challenge the court's decisions.

5. **It deters criminals from committing serious crimes.**

Common sense tells us that the most frightening thing for a human being is to lose their life, therefore the death penalty is the best deterrent when it comes to discouraging people from carrying out the worst crimes. The prisoners who are already serving life sentences in jail are kept from committing more serious offenses.

6. **It is quick, painless, and humane.**

The methods of execution have gradually become more humane over the years, so the argument that the death penalty is cruel and unusual is not valid. We've used hangings, gas chambers, firing squads, electric chairs, while now lethal injections are mostly used.

7. **It is a cost-effective solution.** The idea put forward by abolitionists that it costs more to execute someone than imprison them for life is simply not true and there is plenty of evidence to show this.

8. **Retribution is not the same as revenge.** Retribution is a necessary part of the punishment process—without it, the friends and family of the victims as well as the public in general would not feel that justice had been served.

9. **Waste of money.**

The state shouldn't waste ordinary civilians' tax money to keep murderers in prisons for a long time. They continue living, while their victims will never any more enjoy the pleasures of life.

10. **The society should have the right and the duty to act in self defense to protect the innocent.**

The reasons to oppose the death penalty are the following:

1. **There is a better alternative: life without parole.**

Convicted murderers can be sentenced to life in prison without the possibility of parole.

2. **The death penalty puts innocent lives at risk.**

Innocent people can be executed, as they haven't been released from death row in time, because of lack of evidence, bad investigation or long legal procedures. To execute an innocent person is morally reprehensible; this is a risk we cannot take.

3. **Race and place determine who lives and who dies.**

Those who kill whites are more likely to be sentenced to die than those who kill African-Americans. Prosecutors from some countries are more likely to pursue the death penalty than others are.
4. The death penalty system is expensive. Criminal’s imprisonment, thorough investigation, trial and appeal, as well as other legal procedures take time and a lot of money.

5. Poor quality defense leaves many sentenced to death. One of the most frequent causes of reversals in death penalty cases is ineffective assistance of counsel.

6. It affects the poorer segments of society and racial minorities disproportionately. They are unable to afford the costs of good legal support.

7. Capital punishment does not deter crime. Scientific studies have consistently failed to demonstrate that executions deter people from committing crime. The states without the death penalty may have a lower murder rate than neighboring states with the death penalty.

8. There is a better way to help the families of murder victims. Families of murder victims undergo severe trauma and loss which no one should minimize. However, executions do not help these people heal nor do they end their pain, the extended process prior to executions prolongs the agony of the family. Families of murder victims would benefit far more if the funds now being used for the costly process of executions were diverted to counseling and other assistance.

9. Capital punishment goes against almost every religion. Although isolated passages of the Bible have been quoted in support of the death penalty, almost all religious groups regard executions as immoral.

10. Mentally ill people are executed. Many mentally ill defendants are unable to participate in their trials in any meaningful way and appear unengaged, cold, and unfeeling before the jury. Some have been forcibly medicated in order to make them competent to be executed.

11. Countries with capital punishment are human rights abusers. The vast majority of countries in Western Europe, North America and South America — more than 117 nations worldwide — have abandoned capital punishment in law or in practice. But some states (Iraq, Iran, China, the USA, Yemen, Saudi Arabia, Belarus) still advocate and use capital punishment.

12. We are the “State.” When the “State” kills, we are participants. Would you choose to be the person that pulls the switch that snuffs out a human life?

13. Psychological aftereffects. The mental health of those people who carry out the death penalty is put at risk. They may suffer from post-traumatic syndrom, the feeling of guilt and other emotional problems. They need special rehabilitation.

14. A life spent in prison is a worse punishment than an execution. The criminal should bear sufferings as long as possible in stead of ending up his life quickly and easily.

Since society will never be free of crime, dealing with that crime and controlling it has become the focus of law enforcement. If the death penalty can be improved and made to work, it should remain. If it cannot be changed so that it actually deters violent crimes, than perhaps it should be done away with in favor of a system that will actually lower the crime rate and work to prevent violent crimes in the future.
IMMIGRATION

WHAT IS IMMIGRATION?

The movement of people between countries is known as immigration. Immigration has been taking place since historical times but that of the modern times implies a long-term stay in a non-native country. People cross their nation's boundaries because of different reasons. These reasons can be classified as economic, social, political, environmental and cultural. Environmental reasons include - better climate, few calamities and natural disasters. Economic reasons presuppose better job and career prospects. Political motivations are caused by the desire to escape from a war or political persecution. Social reasons include a better quality of life or high living standards, reunification of the family, marriage, moving closer to a friend. Cultural motivations are religious freedom as well as good education opportunities. In general all the factors which lead to immigration fall into two groups: push and pull ones.

**Push factors** are the reasons why people leave an area. Push factors exist at the point of origin and act to trigger emigration. They include:

- lack of services
- lack of safety (high crime, war, military conflict)
- political or religious persecution, poor human rights
- crop failure which leads to famine or starvation and death
- natural disasters or climate change
- poverty and low incomes
- lack of prospects for education and career advancement
- high unemployment rates

**Pull factors** are the reasons why people move to a particular area. They include:

- higher employment
- more wealth
- better services
- high living standards
- freedom from religious or political persecution
- availability of career opportunities
- good climate
- safer society with less crime
- political stability
- more fertile or cheaper land
- lower risk from natural hazards

Migration usually happens as a result of a combination of these push and pull factors.

There are also some other factors that people need to consider while preparing to emigrate. They are: the travel costs, the travel time and distance, the mode of transportation and terrain, and lastly, yet not the least, the cultural barriers and biases. Many immigrants are not at all aware of the fact that newcomers to a foreign country face many challenges and experience difficulties with many factors.

**Language**

One of the biggest challenges most new immigrants face is studying a new language. Newcomers have difficulties with finding jobs since they cannot speak a new language fluently. Even though most of immigrants have skills qualified for the new job, language barriers limit
them from getting employed. Even when free language courses are provided, some individuals do not have access to those institutions due to lack of information and transportation.

**Employment**

Finding a job is the biggest challenge as well. There are a lot of factors that limit newcomers from getting employed in companies such as language barriers, stereotypes, lack of personal connections, etc. Even being employed, they often get lower wages or are exploit by the employees.

**Education**

Education can also present problems for immigrants. With regards to school, parents often feel disappointed to see their children struggling to keep up in class, and many parents report bullying and discrimination as a result of cultural differences. Kids are often placed by their age rather than by their ability, and for those who are unable to speak English, it’s virtually impossible to keep up. Parents may not have the education or language skills to assist their children, and they may not be able to communicate with administration to address the problem. The families of immigrants usually have a lower socioeconomic level than natives. This social and economic difference can lower their children’s desire to continue with their education to higher levels. To get higher education one should know the language, have enough knowledge to pass entrance exams, have money to pay for education, as well as have a job to provide yourself.

**Accomodation**

Trying to obtain affordable housing with low-paying jobs is also problematic. For that reason, large families often choose to live together, creating stressful, noisy environments that are hardly conducive to studying or resting.

**Health care**

Many immigrants usually find it very hard to access health care. This is because most of the immigrants usually work on jobs that do not really pay them well. The low paying jobs do not have the health insurance. Doctors on the other hand usually have a hard time in diagnosing them because of the communication barrier between the two.

**Legal matters**

Most immigrants are eager to be law-abiding citizens but it’s not always possible because of simple reasons. On the one hand, they are afraid of being taken to the police so as not to be deported. On the other hand, going to a new country few try to learn at least about some basic laws. Nor do they know about the terms of punishment. So when something happens, they don’t know how where to apply and how to defend themselves.

**Transportation**

Like language barriers, trouble with transportation is an issue that affects nearly every aspect of life for refugees and immigrants. Obtaining a driving license can be extremely difficult for a variety of reasons (language, free time, exams). While many refugees and immigrants rely on public transportation to get around, it can be incredibly frightening for some. They can’t speak the language, don’t know the traffic rules and don’t know the city.

**New culture**

There are a lot of difficulties and struggles immigrants have to go through while adapting into new culture and surroundings. Customs and ways of life can be starkly different from those of theirs. They often stick to their national traditions, culture, food and even clothes. But all these matters prevent adapting and assimilation in a new society.
Discrimination

Ethnic and religious discrimination and racism are some of the problems that the immigrants have faced since time immemorial. Other problems include xenophobic attacks, draconian laws that deny some of the immigrants the basic human rights like voting rights and the right to own property. Moreover, you may come across hostile people who treat you with prejudice and make fun of your own culture to annoy you. Prejudice and racism are sad features of the immigrant experience across the world as well.

Isolation

Inability to connect with people can lead to homesickness, depression, isolation or even mental health problems. Many new immigrants struggle to find supporters in new communities since they don't have any personal network with the people around them. Missing the support of friends, family and extended social circles is a big factor for most migrants. Those who come from societies where traditional support structures within communities are strong can find that they feel lost, alienated and disorientated when moving to a Western country where individualism is often prized over family.

Weather

Weather is last, but not least factor that people may overlook when moving to any new country. Weather can be very changeable, while climate can be diverse, too cold or too hot. It takes time to adapt to it as well to see the influence on your health.

The illegal immigrants complicate the situation further as they live without legal documentation. Most of these illegal immigrants are usually left to live disgracefully on the outskirts of society. Most of them leave in fear because they can be deported back to their home countries once they have been discovered. This is unlike the fact that most of them are usually law abiding citizens and very hardworking as they look for money to support themselves and those of their dependants. Most of the illegal immigrants will do jobs that most native citizens are unwilling to do as they take up these jobs at the minimum wages.

It’s hard to say that immigration is completely advantageous but it's not that it has only cons. There are pros too.
THE PROS AND CONS OF IMMIGRATION

Pros of Immigration

Cultural Exchange: Immigration leads to exchange of cultural values. It results in an exchange of knowledge and expertise between two nations. It serves as an opportunity to interact with people of other countries. It gives a platform for people from diverse backgrounds to come together and share their views.

New Avenues in Education and Career: Immigration brings in new opportunities for people of different countries. It exposes people of a nation to the atmosphere of another country that may be very different from one's motherland. It results in exchange and sharing of knowledge between nations. This opens doors to many new fields of education and career opportunities.

Economic Growth: Immigration results in an open global market. It gives a global perspective to the social and economic growth of society, thus widening the scope for development. With new opportunities in career and education, comes economic growth. Supporters of immigration believe that it has the potential of bringing about global prosperity.

Distribution of Population: In some cases, immigration may result in a fairer distribution of population. Migration of people from an overpopulated country to a scarcely populated one balances population density. Some countries face a dearth of resources due to their rising population, while others are blessed with ample resources but have a very thin population. Migration from a thickly populated nation to a thinly populated one can prove to be a blessing for both countries.

Cons of Immigration

Population Imbalance: Crowding, that is, increase in the population density in certain regions, is one of the basic disadvantages of immigration. Migration of people from one country to another leads to crowding in one nation as opposed to deserting of another. It implies an excessive use of the resources of one nation that may lead to imbalance of natural resources.

Transfer of Diseases: Immigrants may bring with them, diseases that prevailed in their country. Disease-causing agents may transfer from one country to another through immigrants, thus leading to spread of diseases. To reduce the risk of transfer of diseases, many countries have started carrying out screening of immigrants on their arrival in the country. Reportedly, AIDS was transferred to the United States in 1969 through one infected immigrant from Haiti.

Unfair Distribution of National Wealth: Those opposing immigration argue that the jobs available in the country and the nation's wealth are its property and that allowing immigration implies the distribution of this property among the non-natives. Immigration implies the distribution of a nation's wealth to those who do not have a right on it.

Financial Burden: The costs incurred in the provision of resources such as education and health facilities to the immigrants are a burden on the nation that hosts immigrants in large numbers. Some say that the economic growth brought about by immigration is nullified by the costs that the nation's government has to bear in providing the immigrants with the resources.

Malpractices: Less educated immigrants are believed to increase theft, violence and other malpractices in a nation. People from diverse backgrounds that migrate across national boundaries may put national security at stake. Illegal immigration that has emerged in some parts
of the world has proven to be a curse to the nations' economies and their social welfare.

**Brain Drain**: Some oppose immigration on the grounds of brain drain that results from it. What, according to some, is sharing of knowledge between nations, is for others, knowledge drain. When a nation loses its people to another country, it also loses its talents. A poor country might end up donating its educated minority to other richer countries, due to immigration.

Thus we see that while immigration can create opportunities for a healthy exchange of knowledge and cultural values, it can also lead to imbalance in natural wealth and human resources. Moreover, can patriotism be transferred?

**Impacts on host countries**

**Positive**
Job vacancies and skills gaps can be filled.
Economic growth can be sustained.
Services to an ageing population can be maintained when there are insufficient young people locally.
The pension gap can be filled by the contributions of new young workers and they also pay taxes.
Immigrants bring energy and innovation.
Host countries are enriched by cultural diversity.
Failing schools (and those with falling numbers) can be transformed.

**Negative**
Depression of wages may occur but this seems to be temporary.
Having workers willing to work for relatively low pay may allow employers to ignore productivity, training and innovation.
Migrants may be exploited.
Increases in population can put pressure on public services.
Unemployment may rise if there are unrestricted numbers of incomers.
There may be integration difficulties and friction with local people.
Large movements of people lead to more security monitoring.
Ease of movement may facilitate organised crime and people trafficking.

**Impacts on countries of origin**

**Positive**
Developing countries benefit from remittances (payments sent home by migrants) that now often outstrip foreign aid.
Unemployment is reduced and young migrants enhance their life prospects.
Returning migrants bring savings, skills and international contacts.

**Negative**
Economic disadvantage through the loss of young workers
Loss of highly trained people, especially health workers
Social problems for children left behind or growing up without a wider family circle.
ARE COUNTRIES OBLIGATED TO TAKE IN REFUGEES?

Hundreds of thousands of migrants are pounding on Europe's invisible doors -- dirty, exhausted and desperate to escape the daily carnage in their homelands. But their arrival also puts a strain on European resources. At the same time, several oil-rich Arab nations closer to the conflict zones have come under harsh criticism because they've taken in virtually no refugees.

So are countries obligated to house refugees? If so, why?

For the most part, it boils down to an international treaty. The 1951 Refugee Convention was adopted after World War II, when hundreds of thousands of refugees were displaced across Europe. The treaty defines what refugees are -- those who is seeking refuge from persecution. It also gives them a very important right -- the right to not be sent back home into harm's way, except under extreme circumstances.

"Since, by definition, refugees are not protected by their own governments, the international community steps in to ensure they are safe and protected," said the United Nations' refugee agency.

The treaty was amended in 1967, in part to include refugees from around the world. And according to the provisions, "refugees deserve, as a minimum, the same standards of treatment enjoyed by other foreign nationals in a given country and, in many cases, the same treatment as nationals," the United Nations' refugee agency said. The agency said more than 50 million refugees have been resettled.

Who has signed on to the treaty?

Over the past several decades, 142 states have signed on to both the 1951 Refugee Convention and the 1967 protocol. Hungary is one of the signatories. But it has been criticized by migrants and activists who say refugees are left in decrepit conditions as they await transfer. Now, Hungary is erecting a fence at the Serbian border to help control the flow of migrants. Countries outside of Europe are also stepping up to handle the current flood of refugees. Venezuela, which signed on to the 1967 protocol, said it will take in 20,000 refugees. Australia said it has absorbed 4,500 refugees from Syria and Iraq over the past year. Noticeably absent from the list: the Gulf states of Saudi Arabia, Kuwait, Bahrain, Qatar, Oman and the United Arab Emirates.

The vast majority of refugees come from three countries: Iraq, where migrants are fleeing the brutality of ISIS; Afghanistan, which has been devastated by war; and Syria, where civilians are grappling with both ISIS and indiscriminate attacks in the country's civil war.

What rights do refugees have?

In addition to not getting sent back to their home countries, refugees have several other rights, including:
- The right to not be punished for illegally entering countries that signed on to the treaty
- The right to housing and work
- Access to education and public assistance
- The right to get identification and travel documents
Why aren't Gulf countries taking in refugees?

Since oil-rich Gulf states are close to Syria, Iraq and Afghanistan, they'd help absorb some of the refugees, right? Wrong. Saudi Arabia, Kuwait, Bahrain, Qatar, Oman and the United Arab Emirates have each given millions of dollars to the United Nations to help Syrian refugees. But they haven't housed any of them, according to Amnesty International.

"We've been asking that not only the borders of the region are open, but that all other borders -- especially in the developed world -- are also open," said Antonio Guterres, U.N. High Commissioner for Refugees.

Abdul Khaleq Abdulla, a retired professor from United Arab Emirates University, said Gulf states have security on their minds.

"Having refugees feeds into the violence in the region, which is already the most violent region on Earth. So all in all, anything that goes in the neighborhood impacts the security and the stability of the Arab Gulf states who are by far the most stable and the most secure."

And those Gulf states aren't party to the international treaty -- so technically, they don't have to help.

*The BBC*
ПОСЛЕДСТВИЯ ИММИГРАЦИИ

Массовая миграция из Сирии, Ирака и стран Африки сильно изменила жизнь в Европе. В городах возникли районы, где законы практически не соблюдаются, — так называемые no-go-areas. Эту проблему уже признала канцлер ФРГ Ангела Меркель.

«Полиция сюда ездит только усиленными нарядами»

«С балкона своего дома я вижу вдалеке многоэтажное жилое здание — прибежище антисоциальных элементов. Знакомый страховой маклер рассказывает, что если ему по работе приходится парковаться в том квартале, то он дает два евро ошивающимся неподалеку детям, чтобы его автомобиль не пострадал от вандализма. Проезжая мимо того высотного дома, своими глазами видел, как два парня арабско-турецкой внешности пытались вскрыть машину железным прутом. Прямо сцена из голливудского фильма», — рассказывает РИА Новости выходец из Казахстана Евгений Шмидт.

По словам других собеседников, высокий уровень преступности приводит к изоляции мигрантских анклавов — государственные службы стараются не иметь с ними дела. Эти территории замыкаются сами на себя. «Полиция неохотно заезжает в такие места, а если и заезжает, то только усиленными нарядами», — говорит экс-кандидат в бундестаг от партии «Альтернатива для Германии» (АдГ) Сергей Чернов.

В последнее время все больше нападений на пожарных и сотрудников скорой помощи, почта отказывается доставлять туда корреспонденцию.

«Расизма против белых не замечают»

Признав существование в Германии no-go-areas, Ангела Меркель не сделала следующего шага: не сообщила, где именно находятся эти районы. От комментариев отказались и в пресс-службе канцлера, и в Министерстве внутренних дел. Зато проблему опасных кварталов охотно обсуждают в «Альтернативе для Германии». «Нойкёльн, Кройцберг, Дортмунд-Норд, Эссен», — указал в интервью РИА Новости депутат бундестага от АдГ Антон Фризен, считающий эти места «базой исламистов». «Немецкие законы там не действуют — царит шариат. Эти анклавы продолжат расширяться за счет миграции так называемых беженцев с Ближнего Востока», — говорит Фризен.

Пока националисты критикуют Меркель за бездействие, социал-демократы и зеленые раздражены тем, что канцлер вообще признала эту проблему.

Недовольны местные власти, в частности, в Берлине: ведь многие опасные места — как раз в столице. Некоторым в Германии кажется, что упоминать об этом — значит, подыгрывать неофашистам, разжигать расистские предрассудки. Как сообщали в немецкой прессе, приближенные Меркель «потеряли дар речи», когда услышали от нее о no-go-areas.

«Сегодня говорить о том, что существует расизм, направленный на белых, — это табу. Корни этого — в воспитании и образовании, ведь со школьной скамьи мы привыкли считать арабов и чернокожих угнетенными, а образ белого человека связывать с угнетателями», — рассказал в интервью РИА Новости глава Ассоциации по борьбе с расизмом против белых (OLRA) Лоран д’Эшад. По его мнению, за последние десятилетия враждебность мигрантов к коренному населению превратилась в проблему именно потому, что ее не замечают, следовательно, не борются с ней.
«Недавнее социологическое исследование показало, что приблизительно 15 процентов белых французов сталкивались в своей жизни с расизмом против себя, — продолжает дё Бешад. — Это совсем немало. Случались и ужасающие избиения белых именно на расовой почве. Разумеется, и сами они не лишены расизма. Но следует учесть разницу: расизм против белых принимает форму насилия, а для арабов и чернокожих это дискриминация при приеме на работу».

ПЕРЕЕХАТЬ ПОДАЛЬШЕ

Серьезная опасность, связанная с возникновением гетто, — возможность межэтнических столкновений между семьями переселенцев и местными жителями.

Во французском департаменте Сена-Сен-Дени, где преобладают мусульмане, поддержкой пользуются и ультраправые из «Национального фронта». Популярность националистов растет с каждой новой волной миграции. В 2016 году в одном из городков департамента в ресторане отказались обслуживать мусульман. Новость об этом прогремела на всю страну.

Впрочем, все чаще коренные жители проблемных районов принимают более кардинальные меры — просто переезжают.

В Вене много детских садов и школ, где уже нет австрийских детей. Беженцы фактически выдавливают их из классов.

«Как только набирается 60–70 процентов беженцев (Афганистан, Эритрея, Косово, Ирак, Сирия, Иран, Чечня), родители австрийских учеников мгновенно забирают детей из школы. Австрия граничит с Чехией, Словакией, Венгрией. Там беженцев нет, и австрийцы туда переезжают. Сейчас очень популярно быть Grenzgänger, то есть каждый день утром ездить из Словакии или Венгрии в Австрию на работу, а вечером обратно», — рассказал РИА Новости уроженец Украины, принявший гражданство Австрии, Андрей Серов.

«Коммерсант»
HIGHER EDUCATION

BENEFITS OF HIGHER EDUCATION

Getting a higher education reaps many benefits, as you may well be aware of. Still, not everyone has the opportunity to reach this level of education, so those who have the chance should not hesitate to take it. In this article we take a look at what exactly the benefits are, as well as the reasons people get themselves through college and higher degrees.

Higher education means more knowledge in a specialized field, as well as in general matters. Graduating from college means that you completed your requirements and classes, all of which were selected to be part of your curriculum to develop and improve your skill in your chosen major. There are some subjects that are not directly related to the profession you are preparing for, but these \textit{minor} subjects are important in developing your overall intelligence. Without them, we would not know much more than the work we do, and would thus fail to understand the things and events that happen around us.

A higher education means a better salary. The higher your level of educational attainment, the more favored you are for high-paying jobs or for increased wages in your chosen profession. This is in line with the fact that you should have a deeper understanding of the matters at hand and thus be more able to make good decisions for the benefit and profit of your company. Imagine a world without men and women who are at the leading edges of their respective fields; that world would surely be less advanced than our current civilization. It is because of higher education that we have the world as it is today.

The previous part dealt with the way higher education affects your pace in the world, so the next part deals with the how it affects your \textit{interpersonal behavior}. In college you meet people who are more or less mature, and are adults in most aspects. These are the people you go to class with, hang out with, and just simply talk with. At this point in time, people have their distinct personalities, and the interaction within such a rich environment will surely affect the way you deal with others. The bonds you form with the people you meet and befriend in college may prove useful in your future endeavors, whether you are from the same profession or not.

Lastly, people respect someone with a higher education. Being a college graduate, a master’s degree holder or having earned a doctorate in any field shows that you have perseverance, intelligence, and a love for learning. People, whether consciously or not, figuratively tip their hats to those who have toiled through higher education and garnered titles reflective of their achievements. The path of higher education is long and harsh, and you may find yourself battered by fatigue, illness, stress, and doubts along the way. Remember though, that the \textit{true reward} lies past the end of the road, so you need to stay on it to receive your fitting glory.
WHY SHOULD YOU GO TO COLLEGE?

One important answer to this question is more opportunity. As opposed to generations of the past, high school graduates today are unable to obtain the number of high-paying jobs that were once available. The U.S. has been transformed from a manufacturing-based economy to an economy based on knowledge, and the importance of a college education today can be compared to that of a high school education forty years ago. It serves as the gateway to better options and more opportunity.

There are additional reasons as to why it is important to go to college. When students experience a post secondary education, they have the opportunity to read books and listen to the lectures of top experts in their fields. This stimulation encourages students to think, ask questions, and explore new ideas, which allows for additional growth and development and provides college graduates with an edge in the job market over those who have not experienced a higher education.

The importance of a college education is also accentuated because of the opportunity to gain valuable resources during your tenure. The more connections which are collected during your college career, the more options you will have when you begin your job search. Once you have ended your job search and have started your career, however, the importance of a college education has not been exhausted. Having a college degree often provides for greater promotion opportunity.

So, why should you go to college? The reasoning does not begin and end with the job aspect. A good education is beneficial from many different viewpoints, and while the importance of a college education is quite evident for many high school students, what is often not as clear is how they will pay for that education.

If you are still asking yourself why should you go to college, it is important to remember the significant amount of opportunity available for college graduates. The global economy is becoming increasingly more competitive, and in order to give yourself the best chance for a well-paying job, you must first understand the importance of college education.

Attending college provides students with the knowledge and experience they are unable to receive from a secondary education, and finding a way to fund a higher education now can pay off in a huge way in the years to come.
THE IMPORTANCE OF HIGHER EDUCATION IN THE 21ST CENTURY

No doubt you understand the importance of higher education. After all, higher education is touted to lead to a number of benefits, including financial security and a prosperous career. However, the role of education in the 21st century plays a big part in other aspects of your life, like improving the overall quality of your life, health, and having more opportunities present themselves to you. Moreover, more and more industries are becoming knowledge-based instead of being manufacturing-based.

The quickest pathway for many, if not most, people to a rewarding career is going to college and getting a higher education. You may not know exactly what you want to do after graduating from college, but you do at least know you want a career that is more rewarding, pays well, and is something you feel secure in and satisfied with. These factors are why many people invest in college both with their money and time.

A higher education not only trains you in your chosen field, but it also trains you to think analytically, understand subjects that are complex, and have the ability to communicate them in an effective way. Additionally, it instills important skills like self-discipline, organization, and being able to finish a task from start to finish. Namely, it helps turn you into a more professional person with many work-related skills.

Since you learn a broad range of skills, you could end up in a field you didn’t necessarily study for. This can open up new and unexpected opportunities that might not have become available to you had you not received a higher education. That said, by furthering your education, you acquire a broad range of skills that can qualify you for a wider range of career choices in different fields and that offer you more room for advancement.

Become and Stay Competitive With Higher Education

Higher education also provides a competitive edge in the career market. Generally speaking, employers tend to value those who have completed college more than those who have only completed school and are more likely to replace that person who hasn’t received a higher education.

Furthermore, some companies even go so far as to pay your tuition because they consider an educated employee to be valuable to their organization. A college education is an investment that doesn’t just provide you with substantial rewards. It benefits the hiring company as well.

Graduates of college who have multiple skills may be less susceptible to layoffs during an economic recession than less skilled workers. And, although it isn’t a guarantee, chances are you’re less likely to struggle with unemployment long-term if you have a higher education.

Learn New Skills With a Higher Education

During your college experience, you’re learning new skills. You’re able to listen to lectures and read books that are from top experts in your particular field. This encourages you to:

- Think
- Analyze
- Explore new ideas
- Ask questions
- Be creative

These allow you to grow and develop even further which provides you with that competitive edge in the job market.
You’ll also be expanding your skills and knowledge, grasping abstract theories and concepts, expressing your thoughts clearly in writing and speech, and increasing your understanding of your community and the world.

The 21st century economy is different than 20 to 40 years ago. Today, the existing market is made up of more architects, designers, healthcare workers, information technology experts, video game developers, and so forth. You have the chance to adapt to this new era and succeed in it with a higher education that incorporates these fields into its curriculum. When you combine this knowledge with actual hands-on experience, you’ll be able to thrive in this economy.

Invest in Your Future With Higher Education

Investing in your higher education is a huge commitment of money and time. However, you can think of it as a down payment on your future. Investing in your education will help you achieve your career goals and succeed in life in general. There’s a lot of hard work involved, but you’re preparing yourself for a rewarding and challenging career that leads to financial security and a fruitful life.

This type of education will eventually pay for itself in the long run. Even though universities and college can come with a hefty price tag, you shouldn’t let this discourage you from advancing your education.

Gain Job Satisfaction With Higher Education

Since a higher education provides you with more freedom in pursuing a career that inspires and interests you, you’ll likely enjoy your career more. Things like employment benefits, higher income, and advancement opportunities typically lead to higher job satisfaction.

Often people are looking to get out of their dead-end job, which is why they seek a higher education. They’re seeking an actual career instead of just clocking in everyday so they can pay the bills. When you’re in a rewarding career, you’re more apt to perform your job well and get genuine job satisfaction out of it. When you’re more satisfied with your career, you’re more likely to be productive and become an asset to the company you work for, which leads to better job security.

Improve Your Self-Esteem and Self-Confidence With Higher Education

When you have a higher education you are more confident in yourself, and your self-esteem is boosted after you have completed those college years. Not only are you better equipped to deal with life’s mental challenges, but you are more likely to feel more satisfaction doing so.

A higher education has long been thought of as a rite of passage, and, therefore, once you’ve crossed that finish line, you have that extra sense of accomplishment. Nobody can take this accomplishment away from you. The hard work you put into your journey will never be lost. There will always be rough patches as you move on in life, but you will always know exactly what it takes to begin something and successfully complete it. This is priceless.

Achieve a Happier and Healthier Life With Higher Education

Among the most vital benefits of higher education in the 21st century is the fact that it helps communities and societies operate smoothly and enhances personal lives. Educated individuals are involved more actively in societal activities like political interest, voting, interpersonal trust, and volunteering. A higher education makes you more aware of what you’re actually capable of as well. This enables you to improve your own life, as well as contribute to
the world as a whole. A higher education offers progress to a more efficient economy, improvement in people’s lives, and contributions to a more stable society.
THE ROLE OF HIGHER EDUCATION

There are so many factors of change, which today’s society is going through, that it is difficult to recognise in it the facets that characterised the second half of the 20th century. Everything seems to be interconnected, speeded up and turned more complex. The social, political, economic and cultural references which marked our immediate past turn out to be insufficient for understanding and acting upon today’s world.

Today’s problems reveal a situation plenty of new challenges and new needs. The climate crisis, intercultural relations, peace and security and the contradictions of the global economic and financial system are only a few of these new challenges and needs.

Universities are deeply involved in these changes. They teach them, study them and live with them at first hand. That is why they are going through what might be one of the most exciting and engaging periods of their history, given that the entire process of globalisation and the change of paradigm which results from it open a horizon full of complex challenges and huge opportunities for the future, a future in which higher education has to find its role by rethinking its most authentic vocation.

In the society, one of the most important challenges stems from the understanding of the notion of knowledge. While the frontiers of disciplines are fading, the very concept of knowledge is an object of reflection and redefinition. We increasingly need to connect different knowledge areas, which were once separated, in order to understand complex problems. This occurs not only in the emerging technological sectors, but also in human and social sciences. Thus, we face the necessity to set interdisciplinary comprehension models of reality and to enlarge the concept of what we understand by knowledge.

The educative purpose and higher education curricula for human and social development presuppose the need to rethink the educative purpose and the academic curricula to include issues such as sustainable development, multiculturalism or education for global citizenship. There is a necessity to not only prepare good professionals, but also train persons capable of facing today’s problems so that they can contribute in an effective way to the transformation and the positive change of societies. This requires an interdisciplinary and complex vision of reality, which contributes with knowledge in order to facilitate the critical understanding of the world in which we live.

It is important to find a balance between contributing to economic development and contributing to the solutions of people’s and societies’ problems.

Higher education supports human and social development through civic engagement. Higher education should coordinate itself, through its main functions, with the rest of the institutions and social agents in order to work in a collaborative way so as to achieve human, social, equitable and sustainable development.

Transformation of higher education institutions to capture the opportunities arising from globalization means to prepare the students for the world we want and not for the one we have.
WHY I HATED UNIVERSITY

Cheesy club nights, hellish housemates and boring lectures – I’m so happy my university years are over

Writer wishes to remain anonymous

BBC
4 April 2018

What did you get out of university? For me, it was an expanded waistline, almost £30,000 of tuition fees frittered away, and three years of my life wasted. Oh, and a framed certificate in my parents’ hall.

My ideas about what student life would be like were all wrong. It was just me alone in my room the whole time.

Part of the problem was that my halls of residence were filled with lots of mature students who didn’t go out much. They were just there to get their degree and leave.

At school, I had a big group of friends. We all lived close to each other and went out all the time.

The worst part was that I lost them as friends too. They seemed to love their universities and stayed there during the holidays, so we grew apart.

When I actually got to university, and found myself hating it, I thought I was the only person who wasn’t having fun.

It wasn’t until the end of my third year that I finally admitted to a few friends there how I really felt. When I told them, lots of people on my course admitted they felt the same disappointment with their university experience.

According to a 2017 survey from the Higher Education Policy Institute, student dissatisfaction is rising. The percentage of students who feel they are not getting value for money at university now stands at 34% - the highest it’s ever been. According to the 2017 Student Experience survey almost nine in 10 (87%) of first-year students find it difficult to cope with social or academic aspects of university life. Their biggest worries include how to manage their workload, financial difficulties, and feeling isolated from family and friends.

At first, I thought it was my fault that I was miserable. I worried that I’d chosen the wrong university. It has a good reputation, but the campus is isolated. The nearest town is a half-hour drive away and there wasn’t even a fast food place nearby. I hated that I wasn’t meeting my own expectations of what this experience should be like.

Everyone told me how much I’d love university, how I’d make lifelong friendships and be all set up for getting a great job afterwards.

Instead, I avoided the Fresher’s socials. I don’t really drink, and being sober when everyone else is drunk isn’t anyone’s idea of fun.

Making friends was tough. Everyone wanted to be best friends straight away and I found it all a bit fake. I missed the comfort of my close-knit group of school friends and was painfully aware that I had nobody to go for a coffee or to lectures with. I felt desperately lonely.

I couldn’t seem to find a ‘tribe’ to fit in with. When it came to choosing housemates for the second year (when we had to find accommodation off campus), I panicked and ended up living with two people I barely knew.

One housemate unexpectedly moved his girlfriend in and they basically took over the house. When we asked if his girlfriend would be paying any rent or bills, it just caused arguments. I know that this is part of the university experience – that learning to negotiate difficult situations and navigate tricky relationships is part of growing up for everyone. But it was awful. I developed insomnia and felt anxious in the house.

I didn’t go to university looking for a boyfriend. I met two people over the three years I was there, neither of whom were students. They both had jobs and their own flats in a nearby city, so I would always stay with them. They kept asking to come and see me but I refused. I was
desperate to get away. Not having a boyfriend to look forward to seeing at weekends would have made a bad situation even worse.

Things weren’t much better when it came to my education. At school, I had been a star pupil, but here I found myself struggling to get good marks. My tutorials were either confusing or tedious, and some of the tutors were unhelpful and abrupt when I asked for advice. One even suggested that I shouldn’t be there if I couldn’t keep up. I was devastated.

I also found the pace unbearably slow. After the constant homework deadlines and daily classes of high school, I only had two seminars a week and spent most of my time procrastinating because none of the work I had to do was urgent. It was a shock to go from the rigid structure of school to almost total freedom overnight with (in my case) zero advice on how to manage my time and workload.

Far from finding all this independence thrilling, I just felt guilty that I wasn’t enjoying myself. I was so lucky to be there. These were meant to be the best years of my life. Why couldn’t I make it work? The thought of all the money I was wasting on this horrible experience heightened my frustration and feelings of failure.

It didn’t cross my mind that university isn’t for everyone - that some people build perfectly successful careers, and lives, without getting a degree.

Looking back, I’m still glad I went – I’m glad I won’t be wondering what student life might have been like for me. And I did meet two best friends, who were on my course and were just as disillusioned as me. The fact that we were all having such a bad time is what bonded us together. But I wish I had considered alternatives, like doing an apprenticeship, or even just spending some time travelling and seeing the world.

Now, I have an exciting new job working in media and I love it. The 9-5 routine really suits me. I’ve worked on some exciting projects, and seeing something tangible come to fruition is so much more rewarding than slaving away on an essay in return for a mediocre grade and no feedback.

I’ve also learned not to be fooled by the university highlights reels, that my friends keep uploading to social media. I know all too well, the unfiltered reality is sometimes very different.

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