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БИОГРАФИЯ. ВОЗРАСТ

Практическое руководство
для студентов 3 курса
специальностей 1- 02 03 06 - 01
«Английский язык. Немецкий язык»,
1 - 02 03 06 - 03 «Английский язык. Французский язык»

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В практическом руководстве использованы актуальные аутентичные тексты, заимствованные из англоязычных источников, система проблемных, аналитических упражнений по обучению диалогической и монологической речи, которые предусматривают усвоение активного словаря, речевых образцов, содержания текстов, а также активные формы речевой деятельности, такие как ролевая игра, диспут, дискуссия и др.

Практическое руководство предназначено для занятий по дискурсивной практике со студентами 3 курса специальности 1-02 03 06 01 «Английский язык. Немецкий язык»; 1 - 02 03 06 - 03 «Английский язык. Французский язык». Может использоваться как для работы на практических занятиях, так и для самостоятельной работы студентов.

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ВВЕДЕНИЕ

Предлагаемое практическое руководство предназначено для занятий по дискурсивной практике со студентами 3 курса специальности 1-02 03 06 01 «Английский язык. Немецкий язык»; 1 - 02 03 06 - 03 «Английский язык. Французский язык» и направлено на развитие и совершенствование навыков чтения, устной и письменной речи студентов по теме: “Biography. Ageing”.

Практическое руководство разработано в соответствии с практической направленностью обучения иностранному языку как средству общения, информационного обмена и познавательной деятельности.

В практическом руководстве использованы актуальные аутентичные тексты, заимствованные из англоязычных источников, система проблемных, аналитических упражнений по обучению диалогической и монологической речи, которые предусматривают усвоение активного словаря, речевых образцов, содержания текстов, а также активные формы речевой деятельности, такие как ролевая игра, диспут, дискуссия и др.

Авторы ориентировались на коммуникативный подход к преподаванию дискурсивной практики, предоставляя студентам возможность рационально сочетать различные формы работы - индивидуальную, парную, групповую, фронтальную.

Учебный материал расположен в логической последовательности, необходимой для его усвоения студентами.

Практическое руководство может использоваться как для работы на практических занятиях, так и для самостоятельной работы студентов.

UNIT 1 THE SEVEN AGES OF MAN

Vocabulary

1900

a **new-born baby**, 10 lbs. 3 ozs. at birth

ten months old

nearly eighteen months old

a **toddler**

four next birthday

coming up to school age

at **infants' school**

a **schoolgirl**

1910

all those in the **9-11 age group**

he had a happy **childhood**

he's a nice **kid**

a **teenager**

in his youth

the agonies of **adolescence**

still a **minor**, legally speaking

a **juvenile delinquent**

congratulations on your **coming of age**

1920

you have to be **over 21**

Miss June Hoskins, **aged 22**, of 35 Stanfield Road

in his mid-twenties

in his prime

at the age of 26 she got married

by the age of 26 she had lived in five different countries

an **adult**

a **grown-up**

1930

don't be so **childish**

he's **turned thirty**

thirtyish

not a **youngster** any more

not as young as she was

1950

still playing his **schoolboy tricks in her early fifties**

he's **aged a lot** lately

he's **getting on (in years)**

one **of the older generation**

I'm twice your age, young man!

the same age as her husband

heading for retirement

1960

he's **over the hill**

Sunday Excursion for the **Over 60s**

growing old gracefully

a **pensioner (an old age pensioner, OAP)**

he's **coming up to seventy**

you're **old enough to know better**

you're **as old as you feel**

an **elderly lady**

1970

a septuagenarian

Help the **Aged**

she's **still going strong**

in her seventy-fifth year

his **elder** brother's death

her **eldest** sister's death

becoming **senile**

old age comes to all of us

1980

his **eightieth birthday**

an **octogenarian**

he's **as old as the hills**

in her **second childhood**

he's **got one foot in the grave**

36 years of age
approaching middle-age
 the **Under 40s** Social Club

he'll soon **be pushing up the daisies**
 she's **kicked the bucket**
 she's **passed away / on**

1940
on the wrong side of forty
 beginning to **look his age**
 an **ageing** playboy
 beginning to **feel her age**
 I prefer **mature** people
 she's still got her **girlish** sense of
 humour
in his late forties
 she's **older than she looks**

Ex. 1 Look at the examples and then copy and combine them with the ages of man (infancy, childhood, youth, adulthood, middle-age, old age). Use a dictionary to help you. Do any of the words refer to only males (M) or only females (F)?

Young, juvenile, adolescent, teenager, mature, grown-up, veteran, retired, elderly, senile, ancient, baby, man, boy, lady, girl, toddler, kid, youngster, senior citizen, OAP.

Ex. 2 Use a dictionary to complete the chart as far as possible. Notice, for example, that there is no noun to describe a mature person. We use the adjective + noun combination (mature person/woman).

State (noun)	State (adjective)	Person (noun)
adolescence		
	retired	
maturity		
		infant
		woman
manhood		
	youthful	
childhood		

Ex. 3 In the following dialogues, agree forcefully with the first speaker. Use words from exercises 1 & 2 that mean roughly the same as the word *in italics*.

- a) Isn't she very *old*?
 — Yes. She's absolutely _____

- b) I think he's a *child*.
 — Yes, he's just a _____
 c) He's really *immature*, isn't he?
 — Yes, he is rather _____

Now disagree forcefully with the first speaker. Use words from exercises 1 & 2 that mean roughly the opposite of the words in *italics*.

- d) You're just a *youngster*.
 — No I'm not. I'm quite _____
 e) He seems very *childish* to me.
 — Oh really. I think he's rather _____ for his age.
 f) You're really *middle-aged*.
 — I don't agree. I've always thought of myself as _____

Ex. 4 a) What ages do you associate with the following characteristics?

Wisdom exuberance creativity attractiveness

Find the opposite of the characteristics and say what ages you associate with them.

b) What is the approximate age at which you normally think of or remember these people: Winston Churchill, Olga Korbut, James Dean, Marilyn Monroe, Ronald Reagan, Marlon Brando, Elvis Presley, Joan Collins, Mahatma Gandhi, Mozart.

Ex. 5 What do the following expressions mean if the speaker is: -20? -40? -60?

- a) He's *getting on a bit*.
 b) She's *pushing 40*.
 c) He's *no spring chicken*.
 d) She's *in her prime*.
 e) He's well *past his 'sell-by' date*.
 f) He's a bit *past it*.
 g) She's got *one foot in the grave*.
 h) She's just a *babe in arms*.
 i) He's rather *young for his age*.
 j) He's *over the hill*.

Do you think these expressions are neutral, formal or informal?

Ex. 6 Choose the most appropriate adjective to complete the sentences:

1 The level of _____ crime is beginning to worry police.

- a) childish b) immature c) juvenile

2 Joan would be a good candidate. She is a _____ campaigner.

a) seasoned b) grown-up c) old-aged

3 One of the features of this property is the number of _____ trees.

a) seasoned b) mature c) veteran

4 There is a London to Brighton rally of _____ cars every year.

a) seasoned b) mature c) veteran

5 Why don't you _____, you silly boy!

a) come of age b) mature c) grow up

6 Don't worry about his loud behaviour. It's just _____ exuberance.

a) childish b) immature c) youthful

Ex. 7 Say which of the following words have *neutral, pleasant or unpleasant* connotations: young, childish, immature, youthful, grown-up, adult, mature, old, senile.

Text 1

Ex. 1 People in developed countries can expect to live for about seventy years. Suggest age groups for the following people and ages before you read the text.

0 – ... a baby (babyhood)

... – 13 a child (childhood)

13 – ... a teenager (the teenage years)

... – ... an adult (adulthood)

... – ... a middle-aged person (middle age)

... – ... an old person (old age)

Ex. 2 Read the text.

The Seven Ages of Man

The length of time a person lives is called the life span. Most scientists believe that the approximate limit to the potential human life span is about 120. The life span can vary. Some people die young, while others reach very old ages.

The average predicted length of life is known as life expectancy. At present the average life expectancy in the US is 75.

Preadult (from birth to age 18). Children and teenagers grow physically; develop the basis for emotional, intellectual and spiritual spheres. Individuals begin to develop lifelong habits, attitudes and behaviors.

Adult entry (19 to 24) – time of transition. People decide what to do in future. Some marry and have children

Young adulthood (25 to 39). Most of people have children, households and active careers. People begin to choose lifestyles that'll shape their later years.

Middle age (40 – 59) – attend children's weddings, become grandparents. People are also reminded of their mortality by the death of friends and family members.

Older adulthood (60 – 74) – spouses frequently face serious health crisis. Most people retire from work.

Old age (75 and over). The quality of life in these later years depends on the characteristics of lifestyles during a person's earlier years.

As people age they change in various ways. Their appearance is altered; their physical strength increases and then declines.

Ex. 3 Answer the questions:

- 1 What are some of the joys and problems of each age?
- 2 Are you happy with your present age?
- 3 How do you feel about growing older?
- 4 In your childhood were you afraid of getting older? Or did you want to grow up as soon as possible?

Ex. 4 Vocabulary. With which age or ages do you associate the following? Use your dictionary and discuss together.

Nappies, pension, wrinkles, moo cows and gee gees, a mortgage, comics, false teeth, swings and roundabouts, a satchel, swotting, going grey, expecting a baby, an inability to sleep, an inability to get up, wise, innocent, mature, being responsible, ambitious, naughty, absent-minded, going bald, playing truant.

Text 2

Ex. 1 Reading. This is an extract from a Shakespeare play *As You Like It*. It is a famous speech, known as *The seven ages of man*, by a character called Jaques. What are the seven ages that Jaques describes?

'AS YOU LIKE IT' (by W. Shakespeare) Act II, Scene 7.

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
And then the whining school-boy, with his satchel,

And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lin'd,
With eyes severe, and beard or formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon
With spectacles on nose and pouch on side,
His youthful hose well sav'd a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends his strange eventful history,
Is second childishness and mere oblivion
Sans teeth, sans eyes, sans taste, sans everything.

Ex. 2 Comprehension check

1 What is the modern word for **players**? 2 What are **exits** and **entrances**, **parts** and **acts** in the theatre? What are they in a person's life? 3 Does the baby seem attractive? 4 What doesn't the school-boy want to do? 5 What is the lover doing? 6 Do all of these words describe the soldier? **violent quick-tempered clever** 7 What does the judge like doing? 8 How old is the man in the sixth age? 9 What can't the man in the seventh age do?

Ex. 3 There is a negative criticism of each of the seven people. Who

...

- keeps on complaining?
- wants fame so much that he'll probably kill himself?
- looks rather ridiculous?
- sounds and smells awful?
- probably wouldn't notice either the sound or the smell?
- will probably mature with age?
- sounds a real bore?

Ex. 4 What do you think?

1 *As You Like It* was written nearly four hundred years ago. How much are Shakespeare's descriptions of people still true today? Do you know anyone that resembles one of the characters? 2 Shakespeare describes the ages of man very cynically. How could each person and age be described in a more flattering way?

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

UNIT 2 CHILDHOOD

Text 3

Ex. 1 Read the text.

From birth to 6 years: Early childhood is a stage in human development. It is similar to play age in psychological development, which more specifically is age 3-6. Infants and toddlers experience life more holistically than any other age group. Social, emotional, cognitive, language, and physical lessons are not learned separately by very young children. Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience, not just that part of the experience to which the adult gives attention.

From 6 to 12/13 years: When the nursery child becomes a school child, he experiences a further transformation of his social life. His energies become diverted from the intimate relationships within his family and are invested in two main activities: peer relationships and learning. The child now for the first time discovers how he stands amongst a group of his equals, how clever, how popular, how energetic he is compared with others of his age.

The central change between these two groups is the growth of social empathy which is part and parcel of the child's development into a social creature inhabiting not one social context but several. No longer can he see himself merely as the centre of a family group. Now he not only makes contact with other worlds but belongs to them in his own right. Once, as he recognized that his parents could be different from those of other children, he learned to identify with them, gaining prestige with the boast 'My daddy can drive at a hundred miles an hour!' Now he identifies with two or more groups at once: 'We went to Mablethorpe on Sunday', he says to his teacher, and 'We've been making a collage of a space-landing', he tells his mother (or, a frequent example: 'If I'm trying to teach him something, and I know perfectly well it's right – "Oh, that's not how we do it at school", he says'). At the same time, his peers are no longer just companionable bodies with whom to play in geographical proximity, but psychological separation: now in playing they can each become vital members of an integrated communal game, every child holding a key role, so that the whole group is clearly greater than the sum of its parts and the withdrawal of one child can spoil the action completely. The beginnings of real loyalty and obligation can be detected in some of these peer group relationships.

If the home is the medium through which the child acquires his first understanding of the world, the second edition is the school's; and the place

of the teacher in helping the child to dovetail the two versions successfully is crucial. Both parents and teachers can walk a knife-edge in keeping the child's loyalties to both groups intact.

School is the context which crystallizes the child's transformation into a social creature, which formalizes his experience of the peer group and of outside adult authority, and which presents a new set of demands which may be totally alien to the expectations of home but which are too powerful for the child to reject altogether.

Ex. 2 Discussion

1 It is said that children learn more in the first two years of life than at any other stage. What kinds of things have most children learnt by the age of two? What do they learn themselves, and what are they taught?

2 Say what you think are the three most important qualities of an ideal parent. Are there any other qualities that you would like to add to your list?

3 How would you rate the way that your parents brought you up? If you are a parent, how do you rate yourself? If you are not a parent, do you think you would make a good one?

4 The sentences below appear on a chart that is often found in baby clinics and child centres, but the second halves of the sentences have been mixed up. Match the first half of a sentence in column A with an appropriate second half in column B.

Children Learn What They Live

A	B
If a child lives with criticism,	she learns to be patient.
If a child lives with hostility,	he learns justice.
If a child lives with ridicule,	she learns to be shy.
If a child lives with shame,	he learns confidence.
If a child lives with tolerance,	she learns to have faith.
If a child lives with encouragement,	he learns to like himself, she learns to condemn.
If a child lives with praise,	she learns to appreciate.
If a child lives with fairness,	he learns to fight.
If a child lives with security,	he learns to feel guilt.
If a child lives with approval,	he or she learns to find love in
If a child lives with acceptance and friendship,	the world.

Text 4

Ex. 1 Read the stories of six people commenting on their childhood and their parents. After each one discuss the following:

1 Relate their comments to the points on the chart. Some comments may relate to more than one point.

2 Each person could continue by assessing the effects of their upbringing on their lives today. Do this for them. For example, the first person might start:

Maybe that's why I'm never nervous about exams and interviews. When I got this job...

Six people's childhood memories

1 I used to like to do well just to see the look of pleasure on my dad's face. He'd say 'Pet, it's like a tonic to me when you do well – I don't know how I have such clever children!' But I never felt I was being pushed too hard. If I did badly he'd just say 'Well what'll it matter a hundred years from now that you failed your Geography exam!'

2 Whatever I did was just never quite good enough. I wasn't very strong as a child – I used to get attacks of asthma, so I couldn't do PE or games. Well, anyway, when I was twelve I was so thrilled because I was put in the second eleven for cricket. I was so sure he'd be pleased. Do you know what he said? Second team? When I was your age I was in the first for cricket, rugby, and hockey.' I felt so crushed, I just crawled away and cried – in private of course!

3 Our house was always open to whoever came round. You'd never know how many people would sit down to a meal. My parents were always inviting people in, and my sisters and I brought friends from school. They used to love coming to our house because they were made so welcome. There were no petty rules, and as long as we tidied up they didn't mind what we did. We called a lot of my parents' friends 'Uncle' or 'Aunt' so-and-so. We never used to know who our real relations were! But what was so nice for us kids was that we grew up surrounded by a lot of adults, not just our parents, so we heard what they had to say, and they listened to our opinions as well.

4 I think it started out of sheer boredom – I mean – they gave me every material benefit, pocket money any time I asked; I had my own brand-new BMW when I was seventeen. I wanted for nothing except their time – I mean – they were always so busy, always getting dressed up to go somewhere, and so wrapped up in each other. I really don't know why they had children. They always said I was a mistake! Anyway I started hanging about with this bunch of 'yobbos' and they said 'Try it' – and I thought 'Why not? Who cares?'

5 They finally split up when I was four. It's one of my earliest memories – my dad sitting me on his knee and saying, 'Mummy and daddy have decided to live in different houses and I want you to decide which house you

want to live in.' Can you imagine asking a child of four? I hadn't a clue what to say, but my very much bigger brother was standing behind him mouthing, 'Say mum, say mum.' So I did, and I never saw my dad again except once when I was about ten – from the top of a double-decker bus. At least, I think it was him – I'm sure it was, that time – only I still keep thinking I see him all over the place. I've had three step-dads – it's not the same.

6 She was like a sea of calm, nothing ruffled her, she always had time. Me and the others would be scrapping about something, and she'd say 'OK, OK, let's calm down, let's go back to the beginning and sort it out – so we did, and it was sorted out!' I remember this school friend of mine, she fell off her bike and completely smashed her front teeth. She didn't cry because she was hurt, but because her mother was so particular about her appearance. She said 'She'll kill me, she thinks I have such lovely teeth!' I thought 'Gosh – how weird, I couldn't bear it if my mother was like that!' In fact this friend came to my mum first and she rang and told her mum what had happened. Fancy not being able to go to your own mum!

Ex. 2 Answer the questions:

- 1 What type of parents do you consider real parents?
- 2 Whom do you sympathize?

Text 5

Ex. 1 Reading

You are going to read an article from an American magazine called *Harper's*. It is about creating better and brighter babies.

Background information

- 1 Divide into two groups of equal size.

Group A You will read a short extract from a talk given in 1973 by Dr Benjamin Spock, a world famous pediatrician and author of books on child care. Read and take notes under the following headings:

- relationships between parents and children up until the middle of the twentieth century
- the influence of Freud
- the influence of Dewey
- Dr Spock's interpretation of Freud and Dewey
- the effect of these influences on children.

Extract from a talk by Dr Spock, the pediatrician

I think in previous centuries, and still in the first half of the twentieth century, parents felt they had to intimidate their children, just the way I was intimidated, scolded all the time, made to feel evil, threatened with loss of love, and maybe some kind of punishment. I used to be scared of my parents, I was scared of the policeman on the block, I was scared of my teachers, I was scared of barking dogs, I was scared of bullies. Now I think that it was Freud and Dewey particularly who changed that point of view. Freud said in so many words, it isn't by disciplining or intimidating your children, it's by loving them, then they love you, and they want to be worthy of you, and they want to grow up to be mature people like you. In other words it's the love between parent and child that makes them mature, and become responsible. And I think it was Dewey who said, you don't have to force children to learn, they're wild to learn. I think both of these philosophers gave parents more trust in their children. I think my job was to translate this into ordinary language and apply it to ordinary home situations. And that what the book really says is, not only trust yourself as a parent, it says, trust your children. They will want to grow up responsible. So I think many fewer parents tried to intimidate their children in the last twenty-five years. And I think that's why their children are that independent. So when the Government says, 'Don't reason about the war, go off and fight it because we tell you to', young people say, 'Wait a minute, maybe you're not right. Maybe it isn't the right war.' And I think that when universities say to youths, 'Never mind your ideas about how you should be taught, we're in this business, you take it from us.' And I think young people said, 'Well, maybe it is our business. We're the ones who are here for the education.' So I think that I had a small part in translating Freud and Dewey.

Group B

Read the letter written to a newspaper, and answer the questions.

- a) According to the writer, what have children lost these days, and what have they gained?
- b) What is wrong with school?
- c) How does he characterize the 1960s and the 1980s?
- d) What are youth's problems?
- e) In what ways does the writer criticize youth? Is it for the things parents are traditionally critical about (for example being untidy, irresponsible, or lazy), or is it something different?

Discuss your answers in your own groups.

Letters
Pennington Street, The Highway, London E1 9XW

Our Children's Future

As a parent and an observer of mankind, I grow increasingly concerned about the life that our children inherit, the values that they hold dear, and their expectations for the future. Childhood seems to last but a few years until children become a market force to be bombarded with advertisements on the television. They demand to have all that they see, and regard it as their right to be entertained every waking moment.

At school, most children are bored by the lessons, which they see as irrelevant to life as they perceive it. Life is about having fun, and having fun *now*. Or, at the other extreme, school is fiercely competitive, and pupils are pushed by parents to achieve at all costs.

The 1960s were a time of great liberalization, when youth thought it could right all wrongs. Its ideals of love and peace are now much scorned as hollow, hippy phrases. If the world veered to the left in '68, then it has lurched to the right in the past fifteen years. The 1980s were undoubtedly a more selfish, inward-looking era, with the individual out to look after himself, regardless of the effect this might be having on others. The new gods are money and materialism, and teenagers want *now* what it took their parents half a generation to achieve.

If youth has learnt to question the wisdom of its elders, it has so far found nothing to replace it with. No wonder there is drug abuse on a scale never seen before. No wonder so many children seek the help of psychiatrists. What are they to fill the emptiness of their souls with?

JAMES STUART, Gloucester.

Ex. 2 Work in pairs.

Find a partner from the other group. Summarize for each other the content of your texts. Dr Spock was speaking in 1973. Which war was he referring to?

What would the writer of the letter have to say to Dr Spock, if the two ever met?

Text 6

Ex. 1 Pre-reading task

Read the first paragraph of the article. Why do present-day Americans disagree with Dr Spock.

Now read the article.

As you read, underline anything that surprises you in Glenn Doman's thinking. Can you find any flaws in his arguments?

Bringing up a better baby (and goodbye Dr Spock)

Dr. Benjamin Spock, the famous American pediatrician, reassured several generations of anxious parents in his best selling *Baby and Child Care*. He wrote 'Your baby is born to be a reasonable friendly human being'. Today's parents are not sure this is enough. There is a growing number of American professional parents with obsessive ambitions for their children. They are dedicating their lives to creating brilliant children. The Age of Spock is over! Why have a merely 'normal' baby when you can have an improved model, a Better Baby? In the world of baby care, common sense has given way to competition and connoisseurship.

The Better Baby Institute

This was founded by an American called Glenn Doman. Four to six times a year the Institute opens its doors to a group of about eighty parents who have paid \$490 each for a seven-day seminar entitled 'How to multiply your baby's intelligence'. After studying children for over forty years, Doman has developed an apparently brilliant, internally consistent, and completely idiosyncratic brand of science that commingles developmental psychology, neurology and anthropology. He introduces the parents to his '89 Cardinal Facts for Making Any Baby into a Superb Human Being'.

Cardinal Fact No. 6: 'Our individual genetic potential is that of Leonardo da Vinci, Mozart, Michelangelo, Edison and Einstein.'

Show the cards to your infant five or six times a day, simultaneously reciting the word written on each one. With his extraordinary retentive powers he'll soon be learning hundreds of words, then phrases. The idea is to try to treat the baby's mind as a sponge. By the age of three, Doman guarantees, your child will be entertaining himself and amazing your friends by reading 'everything in sight'. In like manner he can learn to perform staggering mathematical stunts, or to distinguish and thoughtfully analyze the works of the Great Masters or the classical composers.

(adapted from an article in *Harper's and Queen* March 1986)

Doman claims that up until the age of six, when brain growth slows, a child's intellectual and physical abilities will increase in direct proportion to stimulation. Thus any child, given the proper stimuli, can become the next Leonardo.

Cardinal Fact No. 26: 'Tiny kids would rather learn than eat.'

Doman claims that they'd rather learn Greek than baby talk, since higher orders of complexity offer more stimulation. He makes the average adult seem like a tree sloth in comparison with a two-year-old. 'Every kid,' he

asserts, 'learns better than every adult'. Parents at the Better Baby Institute learn to regard their mewling puking infants not so much with respect as awe.

So the question is now one of technique. How can parents create the kind of brain growth that leads to expertise in reading, math, gymnastics, and the like? Say you want to teach your six-month-old how to read. Write down a series of short, familiar words in large, clear letters on flashcards.

Doman declines to prove his claims to the scientific community; he's happy, he says, as long as parents are convinced. These Professional Mothers (it is usually the mother) turn out to be paragons. Attractive young Mrs. DiBattista printed up 9,000 flashcards for five-year-old Michael. Stout, solemn Mrs. Pereira patiently explained that she 'took time off from her all-day routine of teaching eleven-year-old Josh to devote several weeks exclusively to making Josh's French and Spanish flashcards for the coming year. Wasn't Josh lonely? 'No', his proud mother replied. He was 'socially excellent'.

What does Dr Benjamin Spock think of the better baby phenomenon? Like most octogenarians he thinks the world has gone to hell; he argues that competitive pressures are taking a psychic toll on most Americans, especially young people, and blames 'excessive competitiveness' for the extraordinary rise in teenage suicide over the last twenty years. Efforts to improve infants' cognitive abilities only prove to him that the scramble for success has finally invaded the cradle.

Ex. 2 Comprehension check

Are the following statements true or false?

1 Dr Spock reassured generations of parents that their babies were instinctively sociable.

2 The main ambition of many American professional parents these days is for their children to become integrated members of society.

3 The Better Baby Institute runs courses for especially gifted children.

4 Doman believes that any individual could be a genius as great as Shakespeare as long as training is started early enough.

5 Doman believes that a baby would prefer to learn Greek to its mother tongue because Greek is more challenging.

6 Doman maintains that babies can learn to read hundreds of new words and phrases every day.

7 Scientists have proof that Glenn Doman's theory is correct.

8 It is a full-time job for parents if they embark on the training programme.

9 Josh Pereira has difficulty getting on with other children.

10 Dr Spock believes it is desirable that parents make every effort to increase their baby's cognitive abilities.

Ex. 3 Points for discussion

1 How do you feel you would have responded as a baby or child if you had been trained in the manner described in the article?

2 Would you want your children to be trained like this? Why? Why not?

3 What is the difference between 'learning' and 'playing' for a baby?

4 Do you think that an institute like Glenn Doman's would be popular in your country? Why? Why not? What kind of people do you think it might be popular with?

5 Can you envisage any problems that might result for both parents and children who embark on such a programme of training?

Ex. 4 Speaking

Roleplay

Imagine that you are a group of parents and you have just listened to a talk given by Glenn Doman in which he has described the Better Baby Institute. It is now question time.

In pairs prepare at least six questions that you would like Doman to answer about his ideas.

Another member of the class will try to respond to your questions as they feel Doman might do.

Ex. 5 Writing

Write an essay on one of the following topics. Present both sides of the argument, and then give your own views with reasons.

– Should parents try to teach their children before they go to school?

– Who is mainly responsible for a child's academic success, the parents or the teachers?

– A competitive society brings out the best in every individual.

PEIIO'S

UNIT 3 ADOLESCENCE

Text 7

Ex. 1 Read the text.

From 12 to 25 years: Puberty and Adolescence

The adolescent has to face the physiological changes in his own body on the one hand and his family's and society's altered expectations of him on the other. The biological changes and the arousal of sexual feelings lead to a re-awakening of many experiences of earlier stages. Unresolved conflicts surface once more; and because of this return of earlier experience, adolescence is commonly thought of as offering the individual a second chance to solve unsettled problems remaining from previous stages of development. We all know of teenagers who refuse to wash and whose bedrooms are islands of chaos in an otherwise orderly household. This is the time when 'puppy fat' can turn into obesity because solace is sought in food.

Erikson describes the main task to be completed as identity formation. This has four components: (1) The definition of a working role; (2) The acquisition of social attitudes and opinions; (3) Separation from parents emotionally and in fact; and (4) The definition of a sexual role. In all these areas final choices are not made at once. The adolescent experiments with jobs; with ideologists and allegiances to different groups and movements; and with different sexual partners. Clothes and specifically teenage activities help both adolescents and their parents towards a changed way of relating to each other. Mutual turning away from each other may be a necessary step towards independence and maturity. Adolescent rebellion against parents is often exaggerated in children with excessive dependency needs stemming from much earlier feelings of insecurity. Parents who are inadequate and unsure of themselves are threatened by any independent views on the part of their children and often try to insist on continued conformity to their own standards. The children of such parents are frequently driven into extremes of adolescent rebellion.

All day long adults tell them things, teach them, demonstrate their own adult superiority. In the streets, in shops, everywhere they are regarded more or less common property for telling off, putting down, to go last through doors and at the end of queues.

Text 8

Ex. 1 Read the text.

Sharon

Sharon Dole, 19, lives in Essex in a new town just outside Chelmsford. She left her North London comprehensive at the age of 16 with two O levels and now works as a hairdresser earning an average of £70 a week.

"When I was 12 my biggest ambition was to leave home by the time I was 16 and to have a Porsche by the time I was 17. From the age of 14 I knew I wanted to be a hairdresser".

Sharon's biggest ambition now is to have her own chain of hairdressing salons.

Going to university was never high up on Sharon's list of priorities. "I used to think that school was like a prison". But what is high up on the list is boys. "I've been boy crazy since I was 12, when I started going out with my first boyfriend. Since then I've had hundreds of them, I've lost count".

As for her actual views on boys, she doesn't rate them highly. "All blokes like to lie. They tell girls how they're beautiful and how madly in love they are. I think you should just have a laugh and then get rid of them". And as for marriage? "I'd like to get married when I'm about 25. If my last boyfriend had asked me, I'd have jumped at the chance. I'd like the engagement to last a long time and I wouldn't live with him before because then there's no point: it just becomes a piece of paper".

For Sharon, an average night out is going to the disco. There are discos everywhere in Essex and on a Saturday night I always make sure I'm not in before 2 am. When I was younger my parents used to make me be in by 10.30 during the week".

When Sharon's not down the disco, she spends a lot of her time cutting people's hair and trying to renovate her Fiat Super Mirafiori. "I'm not interested in current affairs, I think it's all boring and I'm not at all religious. I used to read *The Sun* but now if I want to know the news, I just listen to other people or watch the telly. On the whole I don't watch much telly. I prefer listening to records. As for fashion, I don't wear what everyone else wears. I dress for sexuality and what I feel comfortable in. When I go shopping I spend lots of money on leather. I love it. I paid £190 for one of my jackets".

Sharon goes away on holiday once a year with a friend in August. "I usually go to Majorca but this year I'm going to Tenerife. I like a holiday with lots and lots of nightlife. If I had loads of money, I'd go to Malibu and get a house next door to Rob Lowe so that I could sit there and stare. The furthest I've been is Portugal."

For the future, Sharon wants to avoid doing what her mother did... “I don't think she's lived her life to the full. I want to enjoy my life even more than I have already”.

Ex. 2 Comprehension questions.

- 1 What was Sharon's biggest ambition when she was 12?
- 2 What was high up on Sharon's list of priorities?
- 3 What's the girl's opinion of boys?
- 4 What does Sharon think of marriage?
- 5 How does Sharon prefer to spend her free time?
- 6 What kind of a holiday does the girl like?
- 7 What are Sharon's plans for the future?

Ex.3 Enlarge on the following.

- 1 Sharon is fond of her job.
- 2 Sharon lives a very lively life.
- 3 Sharon has her own attitude to fashion.

Ex.4 Look through the following text and discuss the questions below.

Quiet, Secure Life is Goal for Children

Teenagers want well-paid jobs, a cosy family life and good health, and would prefer to spend a quiet night at home in front of the television to going out in the town, according to a survey of 13,000 youngsters. Most boys — 25 per cent — wanted to become managers or businessmen, while the same number of girls looked forward to being nurses or teachers. Only eight per cent of the girls wanted to be engineers or scientists, and three per cent of males wanted to become teachers or nurses. The survey showed a majority of both sexes expected to be earning between £20,000 and £30,000 a year by the time they are 30. Asked about their choices for holidays, 65 per cent said they would rather relax on a Caribbean island than ski in the Alps, party in St. Tropez or in the Himalayas. The Australian soap opera *Neighbours* easily topped the teenage television ratings.

For boys, the most popular way of spending an "ideal evening" — for 29 per cent — was a "quiet night by the telly with my partner" rather than an elegant dinner party, a visit to a disco or wine bar, or an outing to the cinema or theatre. Girls were keener to go out and watching television was the last thing they wanted to do. Swimming was the most popular sport for both sexes, although football was the favourite for boys. Skiing was the sport that both sexes would take up if they had the chance, with American football second choice for the boys and water skiing for the girls.

From a choice of 20 "heroes", most boys said they would like to be Daley Thompson while the girls picked the pop star Madonna. A total of 67 per cent of the youngsters expected to be married and with children by the age of 30. However, more than a third did not want children at that age, and 20 per cent said they would stay single. The survey also showed that cruelty to animals, education and famine were the issues young teenagers cared most about. While 90 per cent of girls said they cared at least a little for equality for women, 24 per cent of boys said they did not care at all.

1 Are there any differences between the life Sharon leads and the life of the teenager in the previous text? Do you like Sharon's viewing of life?

2 Compare your priorities in life with those of an average teenager. Are they alike? What is it for you to live your life "to the full"? What is your goal in life?

Text 9

Ex. 1 Read the text.

The happiest days of whose life?

You can't perhaps expect school children to come up with radical alternatives to school. They have been so thoroughly conditioned and cocooned—that when interviewed they tend to fall into three stereotypes — the "responsible" voice, the "rebel" voice, and the dropout "I'm-going-to-be-a-hairdresser-so-what-do-I-want-with-school?" voice.

It's best to look at childhood and school in retrospect, in the context of the outside world, about which school children know little. The best parts of autobiographies are nearly always descriptions of childhood and upbringing. For the purposes of this article I am talking now about "children" from the age of 13 upwards from the onset of puberty when they are not really children any more, but we continue to treat them as if they were.

Most of my friends remember that period of their lives as time of pain, repression, longing for freedom and independence, full of deep memories of injustices done to them, and indignation at the absolute power that others wielded over them — and these are people who would not claim to have had a particularly unhappy or unusual childhood.

Imagine a section of society living in conditions not unlike an open prison. (Prisoners often complain about being treated like children.) They have no source of income except an arbitrarily arranged handout yet are vigorously assaulted by commercial pressures to buy and own things — records, clothes, hamburgers, movies. They have no choice in how they

spend most of their lives — school is compulsory. They are allowed to contribute nothing to society, but must receive everything, for which they are in some way supposed to be grateful.

All day long adults tell them things, teach them, demonstrate their own adult superiority. In the streets, in shops and everywhere they are regarded as more or less common property for telling off, putting down, to go last through doors and at the end of queues. There is no role for the "good" and successful child but cheerful obedience. Even at work between 16 and 18 they are treated in much the same way as apprentices and juniors. What other section of society would we dare to treat like that?

I am not saying that children don't have to learn. Clearly they do, somehow or other. But the notion that being taught in school is the only way for them to acquire understanding and knowledge should not go unquestioned. School is a remarkably uneconomic way of imparting information. How much of what we learned in school, even those of us who went on to higher education, really stuck? If you stopped an average group of twenty-five year olds in the street it is likely you would find that almost all their knowledge had been acquired outside school.

I have always secretly admired school refusers. If you refuse to go to school for long enough eventually you get private tuition. I wonder whether it mightn't catch on. Life in an institution, herded together in competitive large groups, unable to escape the bullies and the enemies, isn't what many people ever opt for later in life. Prison and the army aren't popular.

The idea that being pushed together in this unnatural environment is any kind of preparation for society seems to be especially odd. It was that thought that used to depress me most of all at school. "School is just a microcosm of society," teachers used to say. Thank God, it's not true.

I wonder whether **adolescence** existed as a problem condition before people at puberty and afterwards were classified as children. In the old days most people were regarded as more or less adult from around 13. They were put to work, given a role to play in society. They were adult and they had work to do. All that disaffection, depressed idleness, grumbling, and directionless anger that we suffer as adolescents may be just the result of treating people who ought to be adults as children. Give them work and responsibility for their own actions and they might be ordinary adults. Put an ordinary adult back into childhood for a few weeks, and might he not start to display classic adolescent symptoms?

I am surprised that schools are still such peaceable institutions. If ever there was a recipe for violence and insurrection it must be there. What keeps the children quiet is the rewards they are promised, the carrots dangled in front of them. But now it is becoming clearer that the rewards are not forthcoming. The good jobs are not there to be had for the passing of a few

exams. High unemployment has meant that the standards have risen and the competition has got tougher. You need O level maths to be a bricklayer. More people passing more exams doesn't mean more people getting better jobs. It just means they've had their expectations pushed up. Schools can't create jobs. Nor can universities. They can't create a society that wants all chiefs and no Indians.

Ex. 2 Answer the questions:

- 1 Do you agree with the author?
- 2 Was your childhood happy?
- 3 Did your parents demand much from you?
- 4 Will you bring up your children the way you were brought up?

UNIT 4 OLD AGE

Ex. 1 Work in groups. Ask your partners to imagine that they're due to retire next year. They're still fit and healthy but not very wealthy. Ask them to put these factors in order of importance:

comfort and warmth in winter
privacy
companionship
intellectual stimulation
closeness to children/grandchildren
financial independence
a nice garden or nearby park
having a part to play in society
peace and quiet
security
books and records
any other factors

Text 10

Ex. 2 Read the article below, preferably before the lesson. Find the answers to these questions in the article.

- 1 What are the aims of the U3A movement in Britain?
- 2 Who organizes the classes for U3A students in Britain?
- 3 How long ago were the first U3As in France started up?
- 4 What is the main difference between U3A in France and Britain?
- 5 Why did the French government encourage the setting up of U3As?
- 6 How many U3A are there in Britain?
- 7 How many students are there at a typical U3A in France?
- 8 Did you like the text? Do you like the idea of U3A?

Life begins at 50 for Third Age students

The period after earning a living and raising a family is an age of discovery for students at the Third Age universities, which are growing rapidly in Britain. They find it is never too late to learn, and that intellectual stimulation can lead to better health for the elderly.

At first glance it's the usual Cambridge scene: the fight for places to park the bicycles, the hasty greetings called across the courtyard, the scramble for decent seat next to your friends, the silence before the lecture begins. The difference here is that the greetings are a little cheerier, the scramble a little more intensive, the silence a little more avid, and though you may not notice

it, there are more grey hairs. The students at the new Cambridge university are all aged 50 or over.

The Wednesday afternoon lecture is the main event of the week for members of the University of the Third Age, of U3A as they call it. But every day there are classes going on all over town ranging from Culture to computers. Founded only three years ago the new university now has more than 700 members. It was the first of its kind in Britain, but the idea caught on quickly and Third Age universities have started up all the country.

Although Shakespeare chronicled Seven Ages of Man, the new university makes do with four. The Third Age comes when the First Age of Childhood and the Second Age of earning a living and bringing up a family are over. It may well last as long as 30 years beginning in the fifties, going on to the sixties, seventies and eighties. The belief and the hope is that an active Third Age can postpone the Fourth Age of weakness and death, squeezing that into the shortest period possible.

Thirty years is a long time to feel bored, lonely and useless; it's not nearly long enough for the members of the University of Third Age to do all the things they want to do. Jane Taptik is a case in point. A widow and grandmother, her life is still as busy and active as ever. 'We dash to classes and then we meet up for coffee. I'm learning French. I never had the time before. People say you can't learn a new language when you're old, but that's nonsense. It just depends on your drive and willingness to do it. The difference with U3A is that we feel we're using our brains. We're not superior, not at all. We're just extending our knowledge, starting again really – and it's fun'.

Students pay £10 for six months' membership of the university and for this they can go to as many, or as few classes as they wish. There are also regular social and sporting events. One of the reasons why so much activity is possible and costs so little is that the teachers give their time free and seem to enjoy it just as much. Richard Tunnen, a retired schoolteacher who takes one of the French classes, says the great joy is that everybody is motivated. There are none of those little boys in the back row trying to hide under their desks. 'Most of us who teach also learn. I am doing cookery and music. We're doing areas of 20th-century music I'd never explored before and I'm finding out all sorts of things.'

The new university is a cooperative venture and everyone can contribute something by teaching or learning, by delivering the newsletter or making the coffee. The university belongs to its students and they choose the classes. Many classes started because two or three people discovered a mutual interest, found someone to take the lead and it has grown from there. In this – and in many other ways – it is quite different to the other Cambridge University. Dr. Peter Laslett who is a Fellow of Trinity College and thus

knows both from inside, was a founder member of U3A. ‘We have a claim, I think, to be what some people call “the true university” because we insist that nobody needs qualification to join. Nobody is paid, there are no awards, no exams, we are not agents for any outside body which wants to know whether Smith is better than Brown. All our people study because they want to – for aesthetic, literary or other reasons – and this is what a university is for’.

The University of the Third Age is independent and has no ties with any other educational institutions. Peter Laslett is adamant that it should remain so. Too much, he feels, is done *for* the elderly, not enough *by* them. Organizing their own university answers their need for intellectual stimulation. But in France, where the movement began, they have the opposite view. There the new universities are run in, and by, the established institutions.

U3A takes its name from the *Universite du Troisieme Age* launched in Toulouse in 1972. Professor Francisque Costa was one of the founders. He says they were moved partly by their awareness of the growing number of elderly people who were bored and lonely and purely by the fact that a law was passed requiring educational institutions to do something about it. This was no mere act of charity. The French government was convinced by the research which said that as soon as people have no stimulation, stop working and stop being interested in life, they decline physically. If you stimulate the brain you are physically fitter. The economic consequences were clear: it was in the government’s interest to promote the educational and cultural education of elderly people because it would cost less than health care that would otherwise be needed. Universities of the Third Age sprang all over France and most other European countries soon followed suit. Professor Costa is delighted with the results: ‘It has been proved that elderly people can progress – they can do research, they can learn languages. Even if you decline in some way, in others you can grow – you can be more creative in this age than in your younger days’.

In Britain we seemed not to have noticed how old we were getting: the one fifth of our population – some ten million people – were in their sixties or older and that many of them were bored and lonely, desperate for something more intellectually stimulating than a game of bingo and a singsong. It took some of Peter Laslette’s vision and determination to get the U3A idea going in this country. Now it is spreading like wildfire. There are U3As in cities like Huddersfield and Nottingham and in smaller towns like Saffron Walden and Abergavenny (at the last count, there were 113 altogether). Some of the newer ones have only 20 members, the more established as many as 800. They are all independent. They raise funds by subscription and donation because they don't want government funds with strings attached. Each university develops its own character and programme

in response to the needs and resources of the area, and ideas are shared through a nationwide network with its own newsletter.

Peter Laslette believes many of the new universities will grow to a size of 1200 to 1500, which is the pattern in France. They will take on their own research projects and lobby for the needs of their own age group. Above all, they will correct the public image of Britain's Third Age populations. It will become accepted that, once the Second Age is over, a new time of creativity and fulfillment can begin.

Marion Dawson, who attended that Wednesday afternoon lecture in Cambridge, would have found that hard to believe two years ago. When her husband died in Hong Kong, where they had lived for some time, she felt she had lost everything. She came back to Cambridge and had to build a new life. But she wanted to keep in touch with her Chinese friends, to be able to read their letters without an interpreter. So she joined a Chinese class at the University of the Third Age. Now, to her great delight, she can already express her own thoughts quite fluently in Chinese. She has ventured into other U3A activities and made new friends. 'It has given a purpose to my life again – something totally different – and I'm enjoying every minute of it.'

At Christmas, when so many older people can only look back in loneliness, Marion Dawson and her friends can look forward together – to the new discoveries and new delights that the New Year will undoubtedly bring.

Ex. 3 Highlight the following words and phrases in the passage (the № shows which paragraph they are in). If any are unfamiliar, try to work out their meanings from the context. Match them to the definitions below.

chronicled (№ 3)	promote (№ 8)	thriving (№ 9)
mutual interest (№ 6)	followed suit (№ 8)	with strings attached (№ 9)
founder member (№ 6)	singsong (№ 9)	resources of the area (№ 9)
adamant (№ 7)	like wildfire (№ 9)	fulfillment (№ 10)

Definitions: available talents and facilities, determined, did the same; encourage; feeling of deep satisfaction; interest shared in common; one of the group who started it; party where everyone joins in singing; recorded; successful; very rapidly; with conditions that must be fulfilled.

Ex. 4 Work in pairs. This exercise will help you to appreciate the content and style of the text.

1 Look at the first paragraph, again perhaps read it aloud. Notice the style of the writing.

1) How does the writer evoke the atmosphere of excitement?

- 2) How does she make you feel that you're actually there?
- 3) How does she emphasize the differences between the old and the new Cambridge University?

2 Highlight the words *bored* and *lonely* each time they are used in the article. What is the effect of this repetition?

3 Highlight an example in the text of each of the following:

- a) information (something you didn't know or realize before);
- b) opinion (a point of view that made you pause and think);
- c) entertainment (something that made you smile);
- d) social comment (a criticism of the way people behave);
- e) empathy (something that made you share the writer's feelings).

4 What was your reaction to the article? Were you surprised, interested, inspired, depressed or amused by what you read?

Ex. 5 Work in groups. Find out from your partners:

- what the 'public image' of old people in Britain is, according to the article
- what image older people have in their country
- what educational facilities are provided for older people in their country
- whether they prefer the French or British system of organizing U3As
- what role older people play in society in their country

Ex. 6 Fill the gaps in these sentences with suitable words or phrases from the list below.

1 A retired person, living on a....., can also be referred to as an old-age....., a or (in the USA) as a

2 Growing older brings and but one tends to become less , and

3 Older people tend to be more dependent on and facilities than the young.

4 In the UK is 77 for women and 71 for men (see below).

5 Sexism and racism are discrimination against people because of their sex or race. ... is discrimination against older people.

6 Many older people enjoy looking back ... at the ... when they were younger. '.....!' they often say.

adaptable, ageism, agile, confidence, energetic, good old days, health, life expectancy, nostalgically, pension, pensioner, retiree, senior citizen, those were the days, welfare, wisdom.

Ex. 7 Work in groups. Look at this chart and discuss the implications of the information.

Life expectancy for WOMEN and MEN

Argentina	71-65	Australia	67-74
Canada	76-69	China	64-60
Ethiopia	40-37	France	78-70
India	50-50	Indonesia	48-46
Japan	77-72	Mali	42-39
Sweden	81-75	UK	77-71
Russia	74-64	USA	76-68

Ex. 8 Work in groups. Think of some retired people you know personally. Ask your partners these questions:

- 1 What sort of lives do the retired people you know lead?
- 2 Would you like to be in their shoes? Why / Why not?

Ex. 9 Work in groups. Each of the problems presents you with a different situation. Decide together how you would solve them.

Make sure every member of the group has a chance to prove his or her own point of view. Work out a joint solution. When you are ready, explain your solutions, to the rest of the class.

1 You have an elderly parent who can no longer look after him- or herself. Should you persuade him or her to come and live with you, or should you find accommodation in a sheltered flat or a room in a rest home? Or should you persuade your brother or sister to look after him or her?

2 You are due to retire next year. Will you move to a more pleasant part of your country – or maybe to another country? What will you do with all your free time?

3 You are 70 years old and your estate is worth about £100,000. You have decided to make a will. You have three children (ages 39-45), seven grandchildren (age 11-24) and one greatgrandchild. How should the money be divided?

4 An elderly relative lives in an inexpensive flat in an inner city area where there is a lot of crime. He or she can't afford to move to a safer, more expensive place. What should you do?

5 An old person, who you once helped with shopping and errands, leaves you £10,000 in his or her will, which must be spent for the benefit of local old people. What will you do with the money?

Text 11

Ex. 10 Introduction

You are going to read some advice given by American comedian George Burns, who is now in his nineties. George Burns won enduring popularity in Britain with the 'Burns and Allen Show', a television series featuring himself and his wife Grade Allen. Gracie died in the 1960s, but George continues doing shows and acting in films.

Note-taking

George discusses the following in his recipe for a long life:

- exercise
- stress and tension
- hobbies
- attitude
- work
- the past
- the future

Ex. 11 Reading for specific points

George is famous for his witticisms. Read again and note all the ways in which he tries to be funny.

How would you describe the manner in which he tries to be humorous?

Ex. 12 Read the text.

'How to live to be 100 or more' by George Burns

People keep asking me, 'George, you're 88, how do you do it? You make films, you do television, you give concerts, you record albums, smoke cigars, drink Martinis, go out with pretty girls – how do you do it?'

It's simple. For instance, a Martini. You fill the glass with ice; then pour in some gin and a touch of dry vermouth, add an olive, and you've got yourself a Martini.

Today you don't have to worry about getting old; you have to worry about rusting. So I also do exercises and walk a lot. Walking is even easier than making a Martini. I take one foot and put it in front of the other foot; then I take the other foot and put it in front of the other foot, and before I know it I'm walking. And you don't even need an olive. Every morning, I walk a mile and a half. My advice is to walk whenever you can. It's free; you feel better and look trim.

If you want to live to be 100 or older, you can't just sit around waiting for it to happen. You have to get up and go after it.

There's no point in kidding yourself. When you get older you slow down, you wear out a little. But right now I'm 88, and there isn't a thing I can't do today that I couldn't do when I was 18. Of course, I was pathetic when I was 18. I wasn't so hot when I was 25 either. I saved everything for now. I hate to brag, but I'm very good at 'now'. Here are my other secrets for long life: *Think positive*. If you ask me what is the single most important key to longevity, I would have to say it's avoiding worry, stress, and tension. And if you didn't ask me, I'd still have to say it. Worry, stress, and tension are not only unpleasant but can shorten your life.

My attitude is, if something is beyond your control, there's no point worrying about it. And if you can do something about it, then there's still nothing to worry about. I feel that way when the plane I'm on is bouncing around in turbulence. It's not my problem. The pilot gets a lot of money to fly that plane; let him worry about it. I can honestly say I was not even uptight about my heart bypass several years ago. It was beyond my control. It was the doctor's business. When I came round from the anaesthetic, I heard the surgeon say, 'George, you did great. You're just fine.'

I said, 'Doctor, I wasn't the least bit concerned.' 'Really?' he said. 'I was a nervous wreck.' Even that didn't bother me. Then he handed me his bill, and I passed out.

Stay active. I know that for some people retirement works out fine. They enjoy it. I also know that for a great many others it presents lots of problems. To me the biggest danger of retirement is what it can do to your attitude. When you have all that time on your hands, you think old, you act old. It's a mistake. I see people who, the minute they get to be 65, start rehearsing to be old. They practise grunting when they get up, and by the time they get to be 70 they've made it – they're a hit – they're now old! Not me. When you're around my age you've got to keep occupied. You've got to do something that will get you out of bed. I never made any money in bed. Yes, find something that will make you get out of bed – like an interest, a hobby, a business, a pretty girl – there we are, back in bed again. At my age at least let me talk about it.

Challenge yourself. When my wife Grade retired in 1958, I could have retired too. Even today I don't have to do what I'm doing. I don't have to travel round giving concerts, making movies, doing television specials, recording country-music albums, being a sex symbol.

I firmly believe that you should keep working as long as you can. And if you can't, try to find something that will interest you. Don't wait for it to happen; make it happen. Remember, you can't help getting older, but you

don't have to get old. I look to the future, because that's where I'm going to spend the rest of my life.

I feel sorry for people who live in the past. I know it was cheaper then, but you can't keep looking in a rear-view mirror – unless you enjoy having a stiff neck. If you really think your life is over and you have no place to go, I advise you to take very short steps. It'll take you longer to get there. I don't live in the past; I live in a house in Beverly Hills. It's more comfortable. Actually, you may not believe this, but I don't waste time looking through scrap-books of my career or rereading my old reviews – they were painful enough to read the first time. I find it's best to fall in love with what you're doing today. The things I did yesterday I was in love with yesterday. But that romance is over. I'm very fickle.

There's an old saying, 'Life begins at 40.' That's silly – life begins every morning when you wake up. Open your mind to it; don't just sit there – do things. Swim the English Channel; find a cure for the common cold; be the first to go over the Niagara Falls in a rocking chair. You see, the possibilities are endless.

If all else fails, try doing something nice for somebody who doesn't expect it. You'll be surprised how good you feel. The Scouts have the right idea. Many's the time I've helped a young lady across the street and over to my place. You should see all my badges.

The point is, with a good positive attitude and a little bit of luck, there's no reason you can't live to be 100. Once you've done that you've really got it made, because very few people die over 100.

Text 12

Ex. 13 Read the text.

**Being old is when you know all the answers
but nobody asks you the questions
(Anonymous)**

Six months before she died, my grandmother moved into an old people's home and I visited her there when I was in Britain. She was sitting in the living room with about fifteen other residents, mostly women, half of them asleep. The room was clean and warm, with flowers and pictures, and the care assistants were kind and cheerful. 'The Weakest Link' was on the television ('to keep their brains active' one of the assistants said), and the only other sound was snoring and embarrassing digestive noises. People only moved when they needed to be helped to the bathroom. It was depressing.

Gran talked a lot about how much she missed seeing her grandchildren (my nieces aged 7 and 5), but I knew from my sister that they hated going to visit her there, and to be perfectly honest, I couldn't wait to get away myself.

So I was interested to read a newspaper article about a new concept in old people's homes in France. The idea is simple, but revolutionary – combining a residential home for the elderly with a crèche/nursery school in the same building. The children and the residents eat lunch together and share activities such as music, painting, gardening, and caring for the pets which the residents are encouraged to keep. In the afternoons, the residents enjoy reading or telling stories to the children, and if a child is feeling sad or tired, there is always a kind lap to sit on and a cuddle. There are trips out and birthday parties too.

The advantages are enormous for everyone concerned. The children are happy because they get a lot more individual attention, and respond well because someone has time for them. They also learn that old people are not 'different' or frightening in any way. And of course, they see illness and death and learn to accept them. The residents are happy because they feel useful and needed. They are more active and more interested in life when the children are around and they take more interest in their appearance too. And the staff are happy because they see an improvement in the physical and psychological health of the residents and have an army of assistants to help with the children.

Nowadays there is less and less contact between the old the young. There are many reasons for this, including the breakdown of the extended family, working parents with no time to care for ageing relations, families that have moved away, and smaller flats with no room for grandparents. But the result is the same – increasing numbers of children without grandparents and old people who have no contact with children. And more old people who are lonely and feel useless, along with more and more families with young children who desperately need more support. It's a major problem in many societies.

That's why intergenerational programmes, designed to bring the old and the young together, are growing in popularity all over the world, supported by UNESCO and other local and international organizations. There are examples of successful initiatives all over the world. Using young people to teach IT skills to older people is one obvious example. Using old people as volunteer assistants in schools is another, perhaps reading with children who need extra attention. There are schemes which involve older people visiting families who are having problems, maybe looking after the children for a while to give the tired mother a break. Or 'adopt a grandparent' schemes in which children write letters or visit a lonely old person in their area. There are even holiday companies that specialize in holidays for children and

grandparents together. One successful scheme in London pairs young volunteers with old people who are losing their sight. The young people help with practical things such as writing letters, reading bank statements and helping with shopping, and the older people can pass on their knowledge and experience to their young visitors. For example, a retired judge may be paired with a teenager who wants to study law. Lasting friendships often develop.

But it isn't only the individuals concerned who gain from intergenerational activities. The advantages to society are enormous too. If older people can understand and accept the youth of today, and vice versa, there will be less conflict in a community. In a world where the number of old people is increasing, we need as much understanding and tolerance as possible. Modern Western society has isolated people into age groups and now we need to rediscover what 'community' really means. And we can use the strengths of one generation to help another. Then perhaps getting old won't be such a depressing prospect after all.

Ex. 14 What do you think of this article? Do you agree with what it says?

Text 13

Ex. 15 Read the text.

Parvathy Devan writes "Old age is the last stage of human beings on earth in which he could think what's the outcome of his doings on earth. I mean whether his doings are good and useful for the future generation. Many people forget about this stage in their busy life and will regret what they have done in future. As a representative of the younger generation my opinion is that we have to give some more care and attention to aged people.

In our country a shocking incident took place a few months ago. A man and his wife locked his aged mother, who is also a mental patient, in a dog's kennel when they were going out somewhere. Some neighbours noticed her screaming and informed the police and they rescued her from the kennel. A case has been registered against the accused by the human rights commission. This is not a single case, in another incident one aged mother committed suicide because her only son and his wife were not ready look after her in this age.

Knowing all this people have to think every one will reach this situation soon. Then what could be the reaction of the younger generation? By reading this article two things are clear: the present forgets the past, and the future never forgives the present."

Aasha Beer writes “Though it is hard to think about sending one’s parents to an old people’s home, both emotionally and socially in our society one can feel that this is going to be an emerging phenomenon in the future. We barely have such old people’s homes. It doesn’t mean that there is no generation gap between the two and everything is running smoothly. There are various problems faced by old and young people in terms of their relationship but paradoxically, on the whole, we don’t appreciate the idea of old people’s homes and we don’t provide our parents with due time and facilities.

In my opinion, this is an excellent article both for parents and children. At the same time, this is a fabulous idea to give a chance to old and young people to learn from each other. As a matter of fact, one might not feel comfortable with one’s own relations due to certain reasons but would be worried about strangers of the same age. It is the human psyche that many people have fantasies about others and get irritated by their own relationships. So this is an extremely good idea to put old and young strangers together. It can provide them with a very healthy environment. It is not only old people who are being ignored but children are also facing the same problem in this modern age. Such programs can really teach children how important the older generation is. It will not only help old people to have a breathing space at nurseries but it will also teach children the idea of tolerance at home in future. This is a very important issue of the times and needs to be discussed in every society according to their culture. However, a little attention is being paid to the issue in developing countries.”

Teresa writes “I think it is a terrific idea ... my parents took care of my grandparents until they died and I would do the same with them, but I'm afraid about the moment when they will need my help! Times have changed: my mother was a housewife and had much more time than me. I'm working. But I can't think about moving my mother into an old people's home because I know how old people's homes are sad. It would be good for children, too. I hope this new French concept of old people's homes will spread around the world.”

Lucy writes “I think it's a very good idea and it would be great to develop it. In fact young people need to learn from older persons. My grandparents are 86 and 84 years old and they still live together in their home. It's difficult because they are losing their memory, my grandmother is not able to cook alone as she has Alzheimer’s disease, so I spend time cooking meals for them, but what I think they prefer is when I spend time talking with them.”

Hilalnajate writes “I agree with the article because old people and their opinions are important for society and everyone will become old in the future

and he will need to not be isolated from society. Old people are our pictures in the future, they need help and they need a lot of love.”

Irina writes “I agree with the article. Old people need our attention. We ought to be more patient and more often phone our grandparents. They prefer to live with their family, to feel needed, not to stay alone. When grandparents take part in their family life they remain active longer and happier.”

Text 14

Ex. 16 Read the text.

So Do You Want To Grow Old?

by Phan Thi Nam Mai

On my way home every late afternoon, I nod smilingly at Uncle Hoke, a white-haired gentle old man who lives in the neighbourhood. Uncle Hoke is nearly eighty-five years old. Everyday he goes outside of his modern house, settles in his comfortable chair and looks out at the street. People walk by and greet him. Sometimes, there is a short, casual exchange of words; which happens less and less frequently when more and more people can afford cars. They definitely have a fairly good excuse for not greeting him. Uncle Hoke still sits there every day, gladly welcoming each occasional friendly, respectful nod from the passers-by.

In this modern society, when there are plenty of means for prolonging our life span, we, regrettably, have reduced our appreciation for a happy long life. There are perpetual talks about the aging population and how much burden they will bring to our society. The worry about a potentially high dependency ratio lingers as the most wearisome trouble ever to be dealt with. The whole mammoth economical and social onus reveals much of itself in a domestic scene. In each household, busy working children cannot wait to put their aging parents into old-folks' homes; and modern grandbabies nag about how senile their grandparents are getting. There have been several resolutions suggested here and there. Promotions in the mass media and a series of government policies are specially designated to prepare society in the upcoming struggle to settle the problems of prolonged life spans. The amount of thought we spend on how the elderly will feel about this is a tiny proportion of that we spare for planning how to deal with them. It is of course sensible to consider the possible problems we will face as a society and how to best resolve them. However, in the process of doing this, sometimes we fail to realise how unsentimental we are to the real needs of the elderly. We forget one day we will grow old too and suffer the same apathy.

Certainly, improved living conditions have done us a mighty favour. We have longer years to enjoy life and be with our loved ones. A long life is seemingly what everybody wants. A higher life expectancy is seemingly a demographic target of every nation. There are established studies of how to live a long life. As modern people, following this professional advice is of course our natural choice. However, how many of us are actually adopting a healthy lifestyle, let alone prolonging it? Every single activity is getting more and more competitive and stressful. We spend five days a week, wrecking our bodies and minds. At the weekends, we race on a schedule of yoga lessons, relaxation exercises, golf games, etc. with the wishful thinking that we could compensate for the number of dead cells we create during the week. Many of the modern technological activities involve use of radiation, which of course, is the ultimate cause of cancers and other life-threatening diseases. Artificial pills, albeit containing nutrition, unfortunately, do more harm than good. We make a rather good sum of money and spend all of it on extravagant medical bills. We think we live longer lives and have plenty of ways to make amends for our deteriorating body parts. That is the huge irony of our modern life.

The secrets of a happy long life belong to those who are born into a fresh, healthy cradle of life. We have much to learn from the Sardians' healthy diet with "homegrown fruits and vegetables"; the Okinawans' "cabinets of preventive medicine" and the Adventists' peaceful spiritual lives. Nonetheless, things will not change much unless we hold the keys of true happy living in our hands and retreat a little from the intense rat-race lifestyle.

Our grandparents live longer because of the warmth of the house and the nurture of a supportive family; not because of the cash we spare to put them in a premium home for the elderly. We need to recognise the importance of vitality, the zest of life. It transcends all materialistic factors to become the key to longevity. So do you want to grow old and stay happy? Love yourself, love your life and love others.

UNIT 5 BIRTH AND DEATH: FROM CRADLE TO GRAVE

Ex. 1 Study the following:

A Doctors praised the fortitude of a mother yesterday who **made medical history**¹ when she gave birth to triplets, one of whom had grown outside her **womb**². The surgeons **delivered**³ the triplets by **Caesarean section**⁴ last Friday after it was discovered that one of the babies had created its own **placenta**⁵ outside the womb, putting the life of the mother at risk. Doctors had discovered that the mother was expecting triplets earlier in the pregnancy but it was not until the 28th week that they realised that Ronan had developed outside the **uterus**⁶ and was the result of an ectopic **pregnancy**⁷. The mother had **conceived**⁸ naturally and was not taking any fertility drugs. The majority of ectopic pregnancies result in **termination**⁹.

¹ did something medically very unusual

² woman's organ where egg develops into a baby

³ helped mother to give birth

⁴ operation in which mother's stomach and womb are cut to allow baby to be born

⁵ tissue joining the foetus, i.e. the developing baby, to the mother and giving it food

⁶ medical word for 'womb'

⁷ when the egg develops outside the womb in the fallopian tubes, which link the ovaries to the womb

⁸ become pregnant

⁹ intentional ending of a pregnancy, usually by a medical operation (also called an abortion); a miscarriage is an early unintentional end of pregnancy

B I come from a '**ripe old age**¹' sort of family – I'm 70 now – and like the idea of living for a Hong time. I have an aunt, my **late**² mother's j sister, who is 102. She lives in **sheltered accommodation**³ but **has all her wits about her**⁴. Funerals used to be about people **mourning**⁵; now they are more likely I to be a celebration of the person's life, which I think is much healthier. I haven't mentioned my funeral in my **will**⁶ – I just want something absolutely plain and simple, a family-only **cremation**⁷ service. I would like **my ashes**⁸ **scattered**⁹ on Ilkley Moor, near Leeds, where I spent a lot of time as a lad. I don't want any memorial stones. As for **obituaries**¹⁰, I would just like them to be large, j just hope I don't die on the same day as a previous prime minister.

¹ living well into old age; usually used in the phrase to live to a ripe old age

² now dead

³ special housing, usually for old people, where care staff also live

⁴ is able to think and react quickly

⁵ expressing their sadness after someone's death (the mourners have been bereaved)

⁶ legal document saying what is to happen to your possessions after your death

⁷ service where a dead body is burned (as opposed to a burial, where the body is buried in the ground)

⁸ the remains of your body after cremation

⁹ thrown (people sometimes have their ashes scattered in a place which has special associations for them)

¹⁰ newspaper articles giving details about the lives of people who have died

C colloquial expressions for being close to death – **to be at death's door, to be on one's last legs**

euphemisms for 'to die' – **to pass away, to pass on**

newspaper words – **fatalities** [dead people], **perished** [died], **slaughtered** [violently killed]

legal words – **the deceased** [the dead person], **to bequeath** [to leave something – a bequest – in a will], **to inherit** [to receive something – an inheritance – from someone who has died], to die **intestate** [without having made a will]

Ex. 2 Translate the words:

Uterus, placenta, fallopian tubes, foetus, ovaries.

Ex. 3 Put these stages in the development of a new life in order

Conception, delivery, fertilization, labour, pregnancy.

Ex. 4 Correct these sentences which use the vocabulary in B and C.

1 The whole country is in morning after the President's death.

2 I'd like my dust scattered at sea.

3 My extinct grandfather was a shepherd all his life.

4 I'm afraid her elderly godmother has just passed off.

5 My car is on its last leg.

6 My grandfather inherited me his gold watch in his will.

7 Mrs Wilson seems to have been at death's window for years.

8 Over two thousand people were perished in the earthquake.

- 9 It was amazing there was no fatality when the bridge collapsed.
 10 My uncle left me a request of five hundred pounds in his will.

Ex. 5 Write sentences with the same meanings, using the word in brackets. In some cases you need to add a verb ending to the word given.

- 1 Both my sisters are pregnant at the moment. (EXPECT)
 2 Twins were born to Amanda Harrison last Monday. (BIRTH)
 3 She has been taking medication to help her conceive. (FERTILITY)
 4 All my grandparents lived to their 80s or 90s. (RIPE)
 5 My grandmother is 90 but she is still very mentally alert. (WITS)
 6 Unfortunately the deceased died intestate. (WILL)
 7 John bequeathed £1,000 to each of his three nephews. (INHERIT)

Ex. 6 Choose words or expressions from the box to complete these texts.

- | | | | |
|----------|-------------|------------|-------------|
| deceased | bequest | bequeathed | inherited |
| perished | passed away | fatalities | slaughtered |

Yesterday was indeed a black day for our country. Twenty-five people _____ (1) in an earthquake. There were ten road accident _____ (2) and five more were _____ (3) in a terrorist bomb attack. Among the _____ (4) was one of our most popular young politicians.

I'm very sad to have to tell you that my grandfather _____ (5) last month. He was very kind and _____ (6) each of his grandchildren quite a large sum of money. I'd love to spend some of the money I _____ (7) on visiting you. He also left a very large _____ (8) to the university where he worked for most of his life.

Text 15

Ex. 7 Work in pairs. Here is the first part of a newspaper article. Decide with your partner WHY the writer has chosen to start each fresh paragraph in the places she has.

Greys set to shake up German political scene

West Germany, which has Europe's youngest pensioners and oldest students, now has a rebellious Grey Party claiming that "old is beautiful" and calling for a greater say for the over 60s.

The leader of the new party, Mrs Trude Unruh, aged 64, says she has decided that remaining quiet is "no good." Clubs for old people should be turned into "centres for political education and agitation."

Mrs Unruh (her name in English means "restless") spent just more than two years sitting as a Green in the Bundestag. But she says the Greens used her to attract pensioners' votes without rewarding the Greys with promised constituencies.

Equipped with a cloth cap and megaphone, she is ready to take on the established political parties in next year's general election. She will campaign for a guaranteed minimum state pension of up to DM1,500 a month (£500), and pledges to put an end to "old people being totally at the mercy of the system and the welfare mafia."

As far as possible, the Greys want to do without homes for the old, care institutions or psychiatric establishments. Old people should have a free choice of residence, where their freedom would be maintained and the necessary level of care provided.

"We want to lead autonomous lives, and move away from the concept that old people must be manageable," she said at the party's spacious headquarters in Wuppertal, which is also a "cultural centre" for pensioners.

Ex. 8 Answer the questions:

- 1 Do you know any elderly parties in Belarus or Russia?
- 2 Is it possible? Will they succeed?

Ex. 9 Work in pairs. Here is the last part of the same article, printed here with no paragraphs. Decide with your partner where you would break it into paragraphs. (The original text consisted of eight paragraphs.)

"We need cooperation and not polarisation," Professor Lehr said. Both the economy and society had to face the enormous challenge of adjusting to the demographic changes caused by a drastic fall in birth-rates, she said. But she added that a minimum pension would not solve the problems linked to aging. "The Greys have opted for the wrong path." At present, some 90 per cent of the two million West Germans who need care are looked after by their families, and 600,000 people live in homes. But staffing problems in hospitals and in the care sector have reached alarming proportions, and reports of "scandalous conditions" in old people's homes make headlines almost every week. The anger of those involved in caring for the old has recently been fuelled by a decision of a Mannheim court which, in response to a complaint from residents in a small town in Baden-Wuerttemberg, ruled that old people's homes should not be situated in "high-quality residential areas." The plaintiffs argued that they were "disturbed at night by the sound of ambulances and occasional screams from home inmates." It was high time, Mrs Unruh said, that those in power in Bonn realised that West Germany was

fast becoming a society hostile not only to children, but also to the aged. She said her proposals for greater integration of the old and reduced dependence on the state welfare system had exposed the serious gap between private care provided by the family and the official welfare system in hospitals, homes and other institutions.

Ex. 10 A discursive essay

Creative writing

<i>What will you live on when you retire?</i>
Plan now to enjoy your retirement. . .
Properly planned, retirement should give you some of the best years of your life – with money to spend and the leisure to enjoy it. The Personal Pension Plan, from National Mutual Life, will give you just that.
With your own Personal Pension Plan you can retire with a pension for life, a substantial capital sum, and the opportunity to turn your dreams into reality!
It's your future. The sooner you start, the greater your pension. The later you leave it, the more you will have to pay for a similar benefit.

Ex. 11 Discuss these questions:

- 1 What are your reactions to the advertisement above?
- 2 How is life for retired people in your country different from the kind of life they lead in other countries?
- 3 What can we learn from other cultures about attitudes to older people?
- 4 How would you set about improving conditions for older people in your country and perhaps changing people's attitudes?

Ex. 12 In small groups discuss the following questions.

- a) If you had a problem and wanted to talk to someone about it, would you go to your parents or someone their age, your grandparents or someone their age, or a brother or sister or a friend your own age? Explain the reasons for your answer.
- b) Do you find it easy or difficult to communicate with old people? Why? What topics of conversation can you talk about with old people? What topics are difficult to discuss with them?
- c) Which of the people in the photos above would you like to interview about their lives? Why?
- d) In your country, who has more social status – old people, young people, or middle-aged people?
- e) Old people's feelings.
- f) The practical problems of disguising oneself as an old person.

Text 16

Ex. 13 Read the text.

The Incredible Ageing Woman

In an amazing three-year experiment, Pat Moore, a young product designer, lived as an elderly woman on the streets of New York. As 'Old Pat' she roamed around trying to find out what it was like to be old. During the controversial experiment, Pat, now 36, was short-changed by shopkeepers, verbally abused when she got in the way and assaulted and left for dead by a gang of youths out for drugs money. By going into disguise, she had intended to find out hard architectural, design and engineering data. But soon her strict design aims were lost in the welter of new and shocking experience.

One of the most alarming discoveries was the difference in attitude the same people had to the old and the young Pat. Typically, a shop assistant in a Manhattan stationery store ignored the old Pat. He barked at her when she asked if he sold typewriter ribbons and when she genuinely misheard his question about what kind of typewriter she owned, he yelled out her mistake to humiliate her. To ensure she wasn't encountering people's off-days, Pat would return to the same store the next day as her young self, with shoulder length blond hair, young tanned skin and often the same cheap print dress as the Old Pat — not that anyone ever noticed. In the stationery shop the next day the exchange followed the exact same format, right down to her making the same mistake. This time, however, it elicited laughter and jovial response. The young Pat left distraught and dazed. Irascible behaviour became almost a Pavlovian response to her 'aged' appearance.

As far as the disguise was concerned the clothes were the easy pan. With the help of friend Barbara Kelly, a make-up artist, they built up a latex mask. To simulate as many of the sensory conditions of the ageing as possible was as important to her as the facial ageing. She put high density 'steel worker's' wax in her ears to impair her hearing and dabs of baby oil in her eyes to cloud her vision. For her body, she developed a wrap mat stopped her standing upright and even gave her a slight dowager's hump. Small splints of balsa wood placed at the back of each knee restricted her flexion and a tight tube of material around both thighs stopped her walking too fast. She taped her fingers to simulate arthritic hands and the gloves concealed the tape. She could bend her fingers only with difficulty. The two features which risked giving her away were her voice and her bright white teeth. A paste of crayon and oil stained her teeth and an actor friend advised her that a paste of salt

and water held at the back of the throat for several minutes ensured a rasping voice for the next six hours.

Despite the success of the disguise, Pat Moore continually felt guilty that she could change back to being Young Pat. 'I was always painfully aware the disguise was just a shell for me.' To her surprise, however, when she voiced this guilt to her elderly friends, they confirmed the feeling. They too felt they were in a shell — young minds trapped behind old faces. This discovery was a turning point for her. It confirmed her in the growing knowledge that the elderly weren't handicapped by their own physical disabilities so much as by the attitudes and psychological barriers set up by others. A fear of ageing is even built into the English language. We ask 'How old are you?' Whereas other languages ask 'How many years?' or, 'What age?'

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