

**THE WORLD AROUND US:
PAST, PRESENT AND FUTURE**



Волинський національний університет імені Лесі Українки
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«The World Around Us: Past, Present and Future»

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*Для факультетів історії, політології та національної безпеки, культури і
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UNIT 1

EXPLORING ANCIENT CIVILIZATIONS



PRE-READING

Discuss:

- What do you know about ancient history?
- Why is it important to know about ancient civilizations?

READING

Read the texts below and answer the questions.

1. What do these dates from the texts refer to?

4500 B.C. 3200 B.C. 1400 B.C. 612 B.C. 539 B.C. 221 B.C. 1922

2. What is the world's oldest civilization?

ANCIENT CIVILIZATIONS

From about 8000 B.C. people created societies based on farming. These societies gradually became more organized, and out of them grew what we call civilization. Historians use the name *ancient civilization* to describe those that developed before A.D. 500. The world's oldest civilization developed about 6,500 years ago, before 4500 B.C., when people in Mesopotamia (modern Iraq) formed a highly organized society, with cities, laws, and a shared culture and religion.

The Sumerians and Babylonians

The southern plain of Mesopotamia between the Tigris and Euphrates rivers was named Sumer. Its earliest people were called Sumerians. Another people called Semites also settled along the rivers, From 4500 B.C. onward both peoples began to build cities.

Each city had its own ruler, who tried to obtain more land. Around 1890 B.C. Babylon, one of the Semite cities, conquered and ruled the entire plain, which became known as Babylonia.

The Sumerians learned how to make bronze for weapons, tools, and ornaments. They invented the potter's wheel and the world's first wheeled carts, drawn by oxen. They also invented a form of writing called cuneiform, which means "wedge-shaped."

People living in cities need laws. The most famous collection was issued by Hammurabi, king of Babylon, in about 1750 B.C. There were different laws for free people and slaves. Most ancient civilizations allowed slavery. Prisoners of war were often kept as slaves rather than killed.

Ancient Egypt

About 3200 B.C. a king named Menes (or Narmer) brought the land along the Nile River in Egypt under his rule. The civilization he founded flourished for over 3,000 years. Egypt was one of the richest and most civilized lands in the world. Ancient Egypt can be thought of as an oasis in the desert of northeastern Africa, dependent on the annual inundation of the Nile River to support its agricultural population.

Most Egyptians were probably descended from settlers who moved to the Nile valley in prehistoric times, with population increase coming through natural fertility. In various periods there were immigrants from Nubia, Libya, and especially the Middle East. They were historically significant and also may have contributed to population growth, but their numbers are unknown. Most people lived in villages and towns in the Nile valley and delta. Dwellings were normally built of mud brick and have long since disappeared beneath the rising water table or beneath modern

town sites, thereby obliterating evidence for settlement patterns.

Indus civilization

The Indus civilization is known to have consisted of two large cities, Harappa and Mohenjo-daro, and more than 100 towns and villages, often of relatively small size. In 1922 scholars unearthed the ruins of cities built about 4,000 years ago in the Indus Valley of India.

The two cities were each perhaps originally about 1 mile (1.6 km) square in overall dimensions, and their outstanding magnitude suggests political centralization, either in two large states or in a single great empire with alternative capitals, a practice having analogies in Indian history.

Mohenjo-Daro and Harappa each had between 20,000 and 50,000 inhabitants and a system of sewers that would only be equaled in modern times. How could such cities disappear and be forgotten? Scholars know only that about 2000 B.C. some disaster struck the Indus cities. Perhaps invaders conquered them, or maybe the climate changed and people moved away. After a time walls fell down, and the winds blew dust over the ruins.

Assyrian and Persian civilizations

A thousand years after Hammurabi Babylon was no longer a great power. In 710 B.C. the Assyrians, who lived in the hills to the north, conquered the city. The Assyrian army was feared for its fierceness. The Assyrians had swift battle chariots and iron weapons that were stronger than any bronze sword. The Assyrian king Ashurbanipal, who ruled from 669 to 626 B.C., conquered an empire that included Egypt and Babylonia.

A few years after Ashurbanipal's death Babylonia revolted, and in 612 B.C. the Babylonians destroyed Nineveh, the Assyrian capital. In 539 B.C. Babylon was conquered by an Iranian people called the Persians. The Persian Empire became the largest empire the world had seen. In addition to Iran it included modern Turkey, Egypt, Israel, Jordan, Lebanon, Syria, Iraq, Afghanistan, and part of Pakistan.

Cretan civilization

Crete is the fifth largest island in the Mediterranean and the largest of the islands forming part of modern Greece. A melting pot of cultures from Europe, Asia, and Africa, Crete is where the first European civilization thrived. By 3000 B.C. the Minoan civilization – a Bronze Age culture named for the legendary ruler Minos – was emerging. In its first centuries that culture produced little more than circular vaulted tombs and some fine carved stone vases, but by about 2000 B.C. the Minoans had begun to build “palaces” on the sites of Knossos, Phaestus, and Mallia.

About 5,000 years ago the Cretans traded with Egypt, Syria, Italy, and lands even farther away. Knossos was the greatest city in Crete. About 1400 B.C. disaster struck Knossos, but just what happened is not clear. People continued to live there for another 300 years, but its great days were over.

Greek civilization

In 447 B.C. one of the most brilliant societies of the ancient world arose in Athens, the modern capital of Greece. Athenians created beautiful buildings, wrote books and plays and made important advances in administration, law, politics, math, science, and philosophy. People still study their work today.

In 336 B.C. a 20-year old became king of Macedonia (now part of northern Greece). Alexander attacked and defeated the Persian Empire, and within 10 years he ruled an empire that extended from Greece east to the Indus River. He established cities throughout his realm that became centers of Greek culture. He was known as Alexander the Great.

Roman Empire

When Alexander was conquering his empire in the east, Rome was fighting to control Italy in the west. For hundreds of years Rome then ruled a great empire which came to include Egypt and Greece. The Romans were excellent engineers and built a vast network of roads and bridges. They brought peace and prosperity to the peoples they ruled.

The Roman Empire was distinguished not only for its outstanding army – the foundation upon which the whole empire rested – but also for its accomplishments

in intellectual endeavours. Roman law, for example, was a considered and complex body of precedents and comments, which were all finally codified in the 6th century. Rome's roads were without match in the ancient world, designed for comparatively fast transportation and adapted to a wide variety of functions: commerce, agriculture, mail delivery, pedestrian traffic, and military movements. Roman city planners achieved unprecedented standards of hygiene with their plumbing, sewage disposal, dams, and aqueducts. Roman architecture, though often imitative of Greek styles, was boldly planned and lavishly executed. Triumphal arches commemorated important state occasions, and the famous Roman baths were built to stir the senses as well as to cleanse the body.

China

China was isolated from the rest of the world by mountains and deserts. It was governed by great ruling families called dynasties. In 221 B.C. Huang Ti (the Yellow Emperor) became the first emperor of China. The civilization that developed was the most advanced of its time. The Chinese invented many things such as paper, gunpowder and the compass centuries before the West.

The rise of civilization in China meant a gradual process of organizing disparate groups around a set of common beliefs, first by force, and then by articulating what it meant to be Chinese. This self-consciousness of 'Chinese-ness' first occurred during the Eastern Zhou dynasty (770–221 B.C.) when a 'hundred schools' of philosophy debated everything from the nature of man to notions of proper conduct and the ideal ruler. This period was so influential that later dynasties would refer back to it as a measure of their own worth.

POST-READING

Discuss:

- How old are the ancient civilizations?
- What are the above-mentioned civilizations known for?
- What ancient civilization would you want to live in? Why / Why not?

UNIT 2

INTRODUCING ARCHAEOLOGY



PRE-READING

Discuss:

- What do you know about archaeology?
- How beneficial is archaeology to society?

READING

Read the texts below and explain the meanings of the words and word combinations in bold.

ARCHAEOLOGY

Archaeologists **investigate** the past: They search the sites of ancient cities and houses for clues about the people who used to live there. The word *archaeology* comes from two Greek words – *archaios* (ancient) and *logos* (study or talk). So “archaeology” means “the study of the past.” Archaeologists base their study on the objects that people leave behind. Foundations of buildings, tools, weapons, and even the **remains** of meals that people ate all give archaeologists information about how

ancient people lived. They can learn about their trade, how they found their food, whether they worshiped gods, and so on.

Uncovering the past

Over thousands of years **artifacts** (things made by people in the past) become buried under layers of building rubble and earth that pile up over ancient towns and other settlements. Archaeologists study history and legends to find a likely place to dig. Sometimes it may be on a **remote** hillside that local people believe was the site of an ancient city. At other times it may be in the middle of a modern city, perhaps where builders are **excavating** a site for a new building. Wherever they start to dig, archaeologists keep a careful record of everything they find. Archaeologists have various ways of dating artifacts. Sometimes they assess an object's age by the depth beneath the surface that it was found. For more **accurate** dating they use a method known as **carbon dating** (also known as radiocarbon dating).

Radiocarbon dating

Radiocarbon dating is one of the first modern technologies used in archaeology, having been developed in 1949. It works using carbon-14, a radioactive isotope which allows us to **estimate** the age of **finds**. Carbon-14 **occurs** naturally and is found in all plant life. When the plant dies, or when it is eaten by an animal or human, the carbon-14 decays at a fixed rate. By measuring how much is left, scientists can calculate how many years have passed since the plant died. Its major limitation is that it only works on **organic material** which contains carbon – plants and animals, for example. And because carbon-14 takes approximately 60,000 years to **decay** completely, we cannot use it to calculate the age of anything older than that. Critics claim that it can be inaccurate but radiocarbon dating was used to date an olive tree **buried** in lava after a massive volcanic eruption that destroyed the island of Thira (today known as Santorini) in Greece. Using these **calculations** scientists were able to say with a great deal of certainty that the volcano erupted between 3,610 and 3,640 years ago.

X-rays

Borrowing technology from modern medicine may seem an unlikely approach

to archaeology but, in the case of **X-rays**, it has proved very valuable. In many cases, objects that have been buried for years are in an extremely **fragile** state. A thousand-year-old book, for example, may still have its cover and seem to be solid but opening it might cause irreparable damage. X-rays can help us ‘read’ the book without opening it. X-rays can also be used to gain an image of an object without disturbing it from its location, when it is feared that moving it might cause **damage**. A lot of information can be obtained using this method, including getting a closer look at the composition of the object. This can help determine whether it is **genuine** or if it is a **fake** made with modern materials. Perhaps the best-known use of X-rays is in the analysis of paintings. By looking just below the surface, scientists can tell if the final painting hides earlier versions, or even mistakes. Clearly, this can give us a valuable **insight** into the way works of art were produced.

Satellite imaging

It does not seem immediately obvious that a satellite 700 kilometres above the Earth can help us with archaeology. However, in 2011, a team led by Sarah Parcak of the University of Alabama announced that infra-red **satellite images** of Egypt had located possible sites for 17 undiscovered pyramids, as well as nearly 3,000 settlements. Parcak spent over ten years on her study, during which she found that the most useful images were taken in late winter when **ruins** had absorbed more water and made them more easily distinguishable. Her findings are featured in the BBC **documentary** *Egypt’s Lost Cities*. As satellite imaging develops, more and more ancient sites are mapped and we are rapidly increasing our knowledge about ancient civilisations. But as the example of Egypt shows us, the potential exists for huge **discoveries** yet to come.

POST-READING

Discuss:

- What is archaeology and why is it important?
- What modern technologies do archaeologists use?
- Would you like to be an archaeologist? Why / Why not?

UNIT 3

ALPHABET AND LANGUAGE



PRE-READING

Discuss:

- What do you know about alphabet?
- Where does the word “alphabet” come from?

READING

Read the texts below and answer the questions.

1. Who developed the first writing systems?
2. How many separate languages are there in the world today?
3. Do languages change over time?

ALPHABET

An alphabet is a list of signs that are used to write down a language. The signs, called letters, usually represent the sounds of the language. The earliest writing was made up of simple pictures that represented words. The first writing systems were

developed about 3000 B.C. by the Sumerians, who lived in Mesopotamia (modern Iraq), and the Egyptians. The Sumerian writing was called cuneiform, and the Egyptian writing was called hieroglyphs.

Having a picture for every word meant that a huge number of signs were needed. The Egyptians and Sumerians soon simplified their writing by choosing a symbol for each syllable (part of a word) and combining symbols to write words.

The first alphabet

The Phoenicians, who were based on the coast of modern Syria and Lebanon, developed the first alphabet in about 1100 B.C. It had 22 symbols for consonant sounds – you had to guess the vowel sounds. Each symbol had a name. The first two symbols, or letters, were *aleph*, the Phoenician word for bull, and *beth*, the word for house. From these names came our word “alphabet.”

About the eighth century B.C. the Greeks took over the Phoenician alphabet, but used some of the symbols as vowel signs. For the first time each sound in their language had its own sign.

Later the Etruscans of northern Italy introduced more changes to the alphabet. The Romans adapted the Etruscan alphabet, and by the third century they used much the same alphabet we know today, but without J, U, W, Y, or Z. By the first century B.C. Y and Z had been added. The remaining letters came much later.

LANGUAGE

Language is a set of sounds or symbols that a group of people use to communicate. Without language much human activity would be impossible. The word *language* comes from the Latin *lingua*, meaning “tongue.” The tongue is the most important organ in human speech. Most languages are spoken first, then written down later. Many animals can communicate with each other, but only humans can communicate complex ideas with speech.

No one knows exactly how languages developed. Some people think that the first words came from attempts by humans to copy natural sounds, such as running water or animal calls.

Over many centuries different cultures used different sounds to communicate.

That is why people from various countries use languages that others might not understand. There are nearly 3,000 separate languages in the world today. They range from Chinese, English, and Spanish, which are spoken by billions of people, to tribal languages that are spoken by only a few thousand people. Sometimes it is hard to draw a clear line between a language and a dialect, which is a local variation of a language. Some languages, known as dead languages, stop being used. The most famous example is Latin, the language of the ancient Romans.

Written language

When all language was spoken, ideas, history, and many other forms of knowledge were passed from generation to generation because people memorized stories they were told. This is called oral tradition. From about 3500 B.C. the ancient Sumerians, who lived in what is now Iraq, developed the earliest known writing. Each word had a separate, unique picture, a system called pictograms. The Chinese still use this method of writing.

In about 1100 B.C. the Phoenicians, a Mediterranean people, began to use symbols that stood for sounds rather than words. They arranged these sound symbols to make parts of words. This was the first alphabet. Before this development people had to learn a new symbol for each word. Now that there was an alphabet, people only needed to learn a fixed number of symbols to make a written language.

How languages change

If you speak English, you are speaking the same language that George Washington spoke over 200 years ago. But the way you speak and the words you use would sound very strange to the first U.S. president. That is because languages change over time. People create new words for new things and ideas. Washington would not have known the words “television” or “airplane.”

New words are coined, and existing words change their meaning, partly because of need and partly because of fashion. Some people think that new technological developments, such as e-mail, will make spoken and written English more informal.

Travel also affects language. When the Pilgrim Fathers came to North

America, they spoke the same kind of English as their neighbors in England. But over the years American English and British English have become different. Americans and Britons have different accents and use different words for the same things. For example an “elevator” is called a “lift” in Britain. There are similar differences between the Spanish used in Spain and the Spanish spoken in South America.

Learning language

Whatever their nationality, most children learn their language from listening to people around them and copying the sounds they make. The first voice they hear is usually that of their mothers, so people’s first language is called their *mother tongue*. Some children are brought up in places where more than one language is spoken, and they become bilingual – able to speak two languages.

After they have mastered their mother tongue, many people learn new languages. They do this in different ways. Some spend time in classes in which a foreign language is the only one spoken. This is called the immersion technique. It is similar to the way they learned their first language as babies. Others prefer to learn a new language from textbooks and teachers who use their own language. In either case the best way to learn a language is through regular practice, ideally talking with someone who speaks the language well.

WRITING

Writing is the ability to convey information, ideas and experiences to other people in a physical form. People use writing in many different ways. A quick e-mail to a friend is different from an assignment for a teacher. Writing a short report for a newspaper requires different skills from writing a novel. For some people writing is a hobby, and for others it is a profession.

Learning to write

Most writers say that they did not learn to write by following a set of rules or formulas but by practicing writing. Each writer has his or her own approach to developing a piece of writing from idea to finished piece, but the common elements in the writing process are finding an idea, drafting, revising, and copyediting.

The first decision a writer has to make is what to say. This is the initial idea or thought. Writers often carry a notebook to jot down ideas or thoughts. They may be based on the senses of sight, smell, touch, and taste, or on feelings, emotions, and reactions to a situation.

The next stage is to gather information about the subject. Writers use a variety of sources for their raw material, depending on the purpose of the writing. Libraries supply books, articles, and news clippings. Some writers also create their own reference library of magazines and relevant newspaper articles. Movies, paintings, news programs, or videos might provide information. Another source of information is to talk to people who are experts in their field, such as scientists, or those who have first-hand experience of the topic the writer has chosen.

After gathering information, the writer plans the piece of work. Most pieces of writing should have an introduction explaining the purpose of the work, a middle section where a logical argument or storyline is developed, and a conclusion summarizing the piece of work.

The next step is a first draft. This is where the writer experiments to see how the ideas work together on paper. The first draft is usually produced on a computer rather than handwritten, which makes it easier to change and correct the document. There may be several versions, or drafts, at this stage.

Writers constantly revise their work and check it for accuracy. They may also ask another person to read it and make suggestions about how it can be improved. The final stage is copyediting, when the writer checks that the spelling, grammar, and punctuation are correct.

POST-READING

Discuss:

- What is the relation between language and writing?
- Why is writing important?
- Would you like to be a writer?

UNIT 4

THE WORLD OF LITERATURE



PRE-READING

Discuss:

- What do you know about literature?
- What is your favourite book?
- Who is your favourite author?

READING

Read the texts below and explain the meanings of the words and word combinations in bold.

LITERATURE

Literature is written material that has lasting value or interest. It includes imaginative works and factual accounts.

Literature is divided into fiction and nonfiction. **Fiction** is work that the writer invents or imagines. It aims **to stir the reader's feelings** by describing moods of joy or sadness, by telling exciting stories, and by introducing **characters** whose

emotions can be understood and shared by the reader. Fiction can be in the form of novels, plays, poems, or short stories.

Nonfiction is writing that tells readers the facts about a certain subject, such as science or history. This kind of writing may be regarded as literature when the ideas are beautifully expressed in language that gives added pleasure.

Autobiographies, biographies, **diaries**, and essays are works of nonfiction. An autobiography is the author's own account of his or her life. A biography is the life of someone other than the author. An essay is a short piece of prose that discusses a subject from a personal point of view.

Drama

A drama is a story meant to be acted out on stage. Serious plays are often called tragedies, especially if they end with the death of the leading character. Comic plays, or **comedies**, emphasize the ridiculous aspects of human behavior.

The ancient Greeks invented **drama**, but the great age of dramatic writing was during the reign (1558–1603) of England's Queen Elizabeth I. **Playwrights** of the time included William Shakespeare, Christopher Marlowe, and Ben Jonson. Like the Greek playwrights, the Elizabethans wrote their dramas in poetic form. In more recent times most playwrights have written in prose.

Poetry

Poetry differs from prose in having a regular rhythm, sometimes using rhyme. The ancient Greeks wrote **epic poems**. They were long story-poems about heroic events. Homer's *Iliad* describes the 10-year siege of Troy, and the *Odyssey* recounts the adventures of Ulysses on his voyage home from Troy. Lyric poetry is short, very personal, and **songlike**. The **ode**, a form of lyric poetry, is dignified in style. Narrative poetry tells a story.

In the early 1800s poetry was an important literary form. Percy Bysshe Shelley, William Wordsworth, and John Keats are remembered for their lyrics and odes. Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" is a ghostly tale of magic and mystery. These four poets brought new subjects and a new richness of language into poetry. They had a great influence on the poets of later generations,

including Alfred Tennyson, Robert Browning, Matthew Arnold, and Walt Whitman.

Poetry for children has gone through many changes. Early poems were all **rhyming verses** with a moral or teaching purpose. Then, in 1885 the poems in *A Child's Garden of Verses* by Robert Louis Stevenson invited children to have fun.

Novels and short stories

A **novel** is a long story, often with many characters and an involved **plot**. The earliest known novel comes from Japan. *The Tale of Genji* was written by Lady Murasaki Shikibu in the early 11th century. One of the earliest European novels was *Don Quixote* by the Spaniard Miguel de Cervantes, completed in 1615.

By the middle of the 1800s prose fiction had replaced poetry as the most popular literary form in both England and the United States. Great novels of the period include *David Copperfield* by Charles Dickens, *Jane Eyre* by Charlotte Brontë, *Moby Dick* by Herman Melville, and *Huckleberry Finn* by Mark Twain. In the 20th century James Joyce, Ernest Hemingway, and William Faulkner extended the scope of the novel.

Short stories are generally between 1,000 and 20,000 words. They usually have only a few characters and **focus on** a single incident. Among the world's greatest short story writers has been the Frenchman Guy de Maupassant. In the United States the leading short-story writers have included Nathaniel Hawthorne, Edgar Allan Poe, O. Henry, Flannery O'Connor, and Katherine Anne Porter.

CHILDREN'S LITERATURE

Today many books are published especially for young readers. Children have also taken over a few adult books as their own. Until the invention of the **printing press** in the 1400s books were expensive items. Few people could read, and tales, **nursery rhymes**, and songs were passed on by being spoken or sung. Even after printed books became available, it was many years before books were produced especially for children.

One of the first picture books for children was *The Visible World in Pictures*, published in Latin in 1658 and in English in 1659. Printers also produced little booklets called **chapbooks** that sold for a penny each. Most were for adults, but

some contained adventure stories for children. Books for children with a strong moral tone also started to appear, warning of sin, death, and eternal punishment.

The first fairy tales

In 1697 a collection of eight stories was published in France. It included “Cinderella”, “The Sleeping Beauty”, and “Little Red Riding Hood.” In 1729 it was published in English with the title *Tales of Mother Goose*.

In 1744 London publisher John Newbery produced *A Little Pretty Pocket-Book*, a tiny book of **fables**, poems, and rhymed directions for games. It was so successful that he brought out more books for children, including *The History of Little Goody Two Shoes* (1765). It was probably the first story written for children, with **illustrations** drawn especially for it.

The 1800s saw several books designed solely for children’s entertainment. Grimm’s *Fairy Tales* told stories of elves, dwarfs, talking beasts, and dancing princesses. From Denmark came Hans Christian Andersen’s **fairy tales**.

In England Edward Lear’s *Book of Nonsense* (1846) was a collection of amusing short poems illustrated with **cartoons** by the author. In 1865 came *Alice’s Adventures in Wonderland* by Lewis Carroll.

Children’s books

Until the 1860s all illustrations in children’s books were black-and-white. Then English printer Edmund Evans brought out a series of nursery rhyme picture books with color illustrations by Walter Crane. Evans also published books by Kate Greenaway, who illustrated her own **verses** with drawings in soft pastel colors of children in **old-fashioned** clothes surrounded by birds and blossom.

In the late 1800s children’s authors began **to create stories** with flesh-and-blood characters. Louisa May Alcott was among the first authors to write novels for young **readers**. *Little Women* (1868–69) was based on her own family.

From now on the dividing line became blurred between books written specifically for children, adult books that had children as their **leading characters**, and books meant for adults that became popular with the young. For example, Mark Twain’s *Adventures of Tom Sawyer* (1876) and *Huckleberry Finn* (1884) are popular

with both children and adults. Children enjoy the adventures of the characters, and adult readers become aware of one of Twain's major themes – human cruelty.

New realism

The number of books for children greatly increased in the 1900s. Stories for older children began to deal with subjects such as divorce, old age, and death. Alongside the growth of realism, fantasy also **flourished**. *The Lion, the Witch, and the Wardrobe* (1950) was the first of the popular “Narnia” series by C. S. Lewis.

In many popular fantasy tales animals behave like humans, such as in *The Tale of Peter Rabbit* (1901) by Beatrix Potter and *The Wind in the Willows* (1908) by Kenneth Grahame. In *The Cat in the Hat* (1957), one of Dr. Seuss's zany tales in verse for beginner readers, the main character is a magical cat. Probably the most popular American children's book is the animal fantasy *Charlotte's Web* by E. B. White.

In other fantasies unbelievable things happen to the child **hero** or **heroine**, as in Roald Dahl's *Charlie and the Chocolate Factory*. In the Harry Potter books by J. K. Rowling Harry escapes his **grim** home life and enters the magical world of a school for wizards.

POST-READING

Discuss:

- What is literature?
- What does literature mean to you?
- What is the difference between literature and children's literature?

UNIT 5

BOOKS AND LIBRARIES



PRE-READING

Discuss:

- What is a book?
- Do you prefer paper books or e-books? Why?
- Do you go to the library?

READING

Read the texts below and answer the questions.

1. Why are books important?
2. What material were early books written on?
3. Who invented paper?
4. What do you know about the Bible?
5. Are there any rules for library readers?

BOOK

It is hard to imagine civilization without books. They are the most important way of recording and passing on information and knowledge. Today we think of a book as a collection of paper pages with words or pictures or both printed on them, bound together in hard or soft (paperback) covers. Many copies of a book can be printed at one time to sell to bookstores and libraries.

History of books

The first books were made not from paper but from reeds called papyrus. The Egyptians were the first people to do this, from about 3500 B.C. The papyrus was rolled into scrolls, which could be sent to all parts of the Egyptian Empire. The ancient Greeks later took bookmaking a stage further by using scribes to make handwritten copies of existing scrolls.

The ancient Romans bound together thin sheets of board that had been specially treated with wax. The writing was then scratched across the surface. The Romans called a bound book a codex (from the Latin word for tree). By A.D. 400 they had found a better material – parchment. Parchment was a thin sheet of leather specially made from the skin of sheep or goats. Scribes could write on both sides of parchment and decorate the pages with colored inks and paints. Parchment codexes soon replaced scrolls.

Invention of paper

The earliest Chinese books appeared about 5,000 years ago and were made from palm leaf or bamboo strips that were joined together at one corner and could be opened out like a fan.

In the first century A.D. the Chinese produced the world's first paper from wood chips, silk and cotton rags, hemp rope, and even old fishing nets that were made into a pulp and then molded into sheets. To start with, the Chinese wrote with special brushes, copying books by hand. From the sixth century A.D. they used carved wooden blocks to print characters on the pages.

The Chinese jealously guarded their secret method of making paper. It was not until the eighth century, when some Chinese craftsmen were taken prisoner by

Arabs, that anyone else discovered how to make it. The craft did not reach Europe until the 12th century.

Books were still copied by hand until the 1400s. The invention of the printing press resulted in a huge increase in the number of books that could be made. Books also became much cheaper. Today, although methods of printing are far more advanced, the basic shape of books, bound down the left-hand side, with printing on both sides of the pages, is still the same.

BIBLE

The Bible is a collection of books that forms the basis of the beliefs and laws of two religions, Judaism and Christianity. The word *bible* comes from the Greek *biblion*, meaning “book”. The Christian Bible is divided into two parts: the Old Testament (39 books, originally in Hebrew, about events before the birth of Jesus Christ) and the New Testament (27 books, originally in Greek, about Jesus). The first four books of the New Testament – Matthew, Mark, Luke, and John – tell the story of the life of Jesus and are called the Gospels: this word comes from Old English and means “good news”. Some versions of the Bible include extra books, called the Apocrypha. The Jews use the Hebrew Bible, which is almost the same as the Old Testament. The Torah (the first five books) sets out the laws of Judaism.

The books of the Bible are the work of many different writers. They include religious laws, stories to illustrate how people should lead their lives, and songs of praise called psalms. There are also history books. Some stories, such as those of Adam and Eve, Noah and the flood, and Abraham, the founder of Judaism, are also found in the Koran, the sacred writings of Islam. The books of the Hebrew Bible were handed down by word of mouth for hundreds of years, but the books of the New Testament were written soon after the events they describe.

Translations

The Christian Bible was soon translated into Latin, which was the most widely known language at the time. In the 1500s the Christians in western Europe were divided into Roman Catholics and Protestants by a dispute called the Reformation. A German translation of the Bible by Martin Luther (a Protestant) set the pattern for

many later versions in other languages. In England reformers translated the Bible into English so that everyone could read it. In 1611 a Bible in English (known as the King James Version) became the standard English text. It is still used today. The first American English version of the Bible was published in 1901. Jews still read the Hebrew version of the Bible.

LIBRARY

A library is a room or a building with a collection of books, and often computers, periodicals, and audio and video material. The first libraries were set up thousands of years ago in ancient Egypt and Babylon. Most early libraries were in religious temples. Today many important libraries are attached to schools, colleges, and government organizations. The largest library in the world is the Library of Congress in Washington, D.C. Other important libraries include the British Library in London, England, and the Bibliothèque Nationale in France.

Using the library

Most libraries work the same way and have the same rules. Users are expected to be quiet and to take good care of the books, periodicals, and other materials. The most important part of any library – apart from the books and other resources themselves – is the librarian. He or she is there to help visitors find the books they need and to guide them through the library system and the catalog.

Catalog

The titles of all the books in a library are contained in a catalog. It used to be a system of cards arranged alphabetically in drawers, but many libraries now have computerized catalogs. School libraries and many public libraries use a system called the *Sears List of Subject Headings*. Large public libraries and most colleges use the Library of Congress subject headings. A standard list of categories enables all librarians to classify books in the same way.

On the shelves

Books are organized under one of two systems: the Dewey Decimal System or the Library of Congress System. Both systems use combinations of letters and numbers to help users find the books they want. The classification numbers, called

class numbers, are marked on the spine of the book. Underneath these numbers the library may add the first few letters of the author's last name. The combination of the class number and the letters is known as the call number. This system makes it possible to pinpoint quickly the whereabouts of any particular book, even in the largest library.

POST-READING:

- Can e-books replace paper books?
- Would you rather read a book on paper or on an electronic device?
- Do we still need traditional libraries in this digital world?

UNIT 6

CONSTITUTION AND LAW



PRE-READING

Discuss:

- What is a Constitution?
- Why do we need laws?
- How often do you have to stop yourself from doing what you want, because you know that this action is prohibited or wrong?

READING

Read the texts below and explain the meanings of the words and word combinations in bold.

LAW

Laws are rules that regulate the activities of citizens and governments. Laws **protect** people from harm and attempt to **prevent** people from harming others. Historians believe that people began to make rules for getting along with each other

as soon as they began living in groups. The earliest recorded laws date from about 3400 B.C. One of the greatest of the ancient codes of laws was that of Hammurabi, king of Babylon (part of modern Iraq) from 1792 to 1750 B.C.

Civil law and common law

In Europe two types of **legal system** have evolved. In France and some other countries laws are based on a written code, which judges consult for guidance. This system is called civil law. In England, by contrast, **judges** base their decisions on judgments that have already been made in other **cases**.

The English system, which is called common law, forms the basis of the law in North America. In the United States there are now three levels of law. **Federal laws** apply to the whole country. **State laws** operate within a state. **Local laws** apply to one city or town. All laws must comply with the Constitution.

Public law and private law

U.S. law can be divided into two broad categories, public law and private law. Public law concerns the legal relationship between the government and **citizens**. It includes constitutional law, criminal law, regulations of administrative agencies such as the Internal Revenue Service and the Environmental Protection Agency, and the law governing court procedures. A **violation** of a person's **civil rights**, a **theft** or **murder**, and cases of illegal pollution are all matters that involve public law.

Private law, often also called civil law, regulates the relationships between private individuals and between individuals and businesses. Divorce, business disputes, and house purchases are all covered by private law.

In some cases judges reach their verdict alone. In more serious criminal cases the decision of the **court** is left to a **jury** – a team of adults selected from the community. The judge gives them guidance and ensures that the **court proceedings** are fair. In the United States laws can be made by Congress, by state legislatures, or by local councils.

CONSTITUTION

The U.S. Constitution is the world's oldest written constitution still in use. It is a system of basic laws and principles on which our government is based. One of

the important principles on which the Constitution is based is the division of power among the three separate branches of the federal government. The legislative branch (represented by Congress) has the power to **create laws**; the executive branch (represented by the president and his advisers) has the power to **enforce laws**; and the judicial branch (represented by the Supreme Court and other federal courts) has the power to **review and reverse laws** that it determines are unconstitutional.

When the United States won its independence from Great Britain in 1783, most Americans felt a greater loyalty to their individual states than to their new country. They did not want to create a strong national government far away from their homes, over which they would have little or no control.

Because of these feelings leaders organized the new American government according to a document known as the Articles of Confederation. Its main purpose was to enable the states to cooperate if they were attacked by a foreign enemy. However, the states still had a great deal of independence, and the new **Congress** did not have the power to make the states obey it. As time passed, however, people began to realize that they needed a stronger national government to achieve common goals.

The Constitutional Convention

Delegates from 12 of the 13 states (all except Rhode Island) gathered in Philadelphia, Pennsylvania, to work out the best form of government. The Constitutional Convention opened on May 25, 1787. It was attended by scholars, war leaders, and politicians, including Alexander Hamilton, Benjamin Franklin, and George Washington. James Madison earned the nickname “Father of the Constitution” because it was mainly his ideas and energy that kept the convention moving toward its goal.

A struggle soon developed between delegates from the large and small states. The states with most people supported a plan to give states with large populations a larger share of decision-making power. Less populous states, however, supported a plan by which every state, regardless of size, would have the same representation within the government.

The convention came to a standstill until delegates from Connecticut came up with a clever solution. One of the two houses of the new Congress (the House of Representatives) would **be elected** according to the states' populations. The other house, the Senate, would give an equal **voice** of two members to each state no matter what its size.

Signing the Constitution

On September 17, 1787, the Constitution was signed by 39 of the original 55 delegates. However, according to the Constitution, nine of the 13 states had to adopt, or **ratify**, the document before it could become effective.

Delaware was the first state to approve the Constitution. But some of the larger states, including Massachusetts, New York, and Virginia, remained undecided. The Founders knew that the new government would have no chance of succeeding without the support of these states. So they mounted a **campaign** in defense of the Constitution.

Some people, known as antifederalists, believed the Constitution would make the national government too powerful and that each state should have more power. They thought that the Constitution should contain a bill of rights, which would guarantee citizens certain privileges that the government could never take away.

The Bill of Rights

John Hancock, a leader of the Revolution, then proposed that a bill of rights be added as a group of **amendments**, or changes, to the original Constitution. Ratification in Massachusetts and almost all the other states depended on reaching an understanding that adopting a bill of rights would be the new government's first priority.

On June 21, 1788, New Hampshire became the ninth state to ratify the document. New York and Virginia followed soon after. In 1791 the 10 amendments, now known as the Bill of Rights, were added to the Constitution. They defined and protected the rights of the American people. Sixteen further amendments have followed, each reflecting the changing needs and desires of American society.

POST-READING

Discuss:

What does a constitution typically contain?

What are the functions of a constitution?

Why wasn't the Bill of Rights included in the original Constitution?

UNIT 7

GOVERNMENT AND ELECTION



PRE-READING

Discuss:

- What is the purpose of the government?
- When was the first government formed?
- Where did government come from?

READING

Read the texts below and answer the questions.

1. What is the origin of government?
2. What are the basic types of monarchy?
3. What is the simple definition of democracy?
4. How is power divided in the US government?
5. How did people vote in ancient elections?

GOVERNMENT

Every one of the world's independent nations has its own form of government, which runs that country's political affairs. Since earliest history groups of people living together have needed rules to regulate their daily lives. At first societies were run by chiefs or other leaders who made and enforced the laws by which they lived. As cultures developed, people wanted to be more involved in making the rules or laws that governed them.

Gradually they developed the idea of choosing leaders who would draw up laws that the people wanted and thought desirable. People also began to put into operation their own systems for enforcing these laws. They had learned how to create a government. The governments that people establish can influence their lives in many ways. Governments regulate relations with other countries (foreign policy) and can declare war. Governments decide such matters as what kinds of property should be publicly owned (that is, owned by the state in the name of the people) rather than privately owned, and how much each person must pay in taxes.

Governments can set educational requirements, place limits on immigration, and conscript (draft) citizens into military service. The availability of public libraries, museums, hospitals, and parks depends at least in part on government decisions.

Monarchy

A government run by a king or a queen is called a monarchy. An absolute monarch rules without checks on his or her power. Absolute monarchies exist today only in some of the states of the Arabian Peninsula. A monarch who rules cruelly and selfishly is called a tyrant.

Constitutional monarchy is a democratic government in which the monarch is the ceremonial head of state but has little or no political power. Probably the best-known constitutional monarchy is that of the United Kingdom.

Democracy

The term "democracy" comes from the Greek words *demos*, meaning "people," and *kratos*, "rule." Most modern democratic states are republics in which

the people do not take a direct role in legislating or governing but elect representatives to express their views. A democratic government is a government whose representatives are freely chosen, or elected, by the people. The representatives then try to carry out the people's desires.

In addition, democratic governments have other standards by which they can be measured. One is freedom of speech, under which people may criticize the government without fear of persecution, and form political parties in opposition to the government. Another is the peaceful transfer of political power when new leaders are elected to office.

Today there are two main types of democratic government – parliamentary and presidential. Parliamentary government, also known as cabinet government, is modeled on the British parliamentary system. The government is headed by a prime minister (or premier), who is usually the leader of the political party that has won a majority of seats in elections to the parliament. The prime minister and cabinet form the government but are responsible to the parliament, of which they are members. If defeated on an important measure, the government must call new elections. In any event, no government of this type may rule for longer than a certain period without calling an election. In Britain, for example, the maximum length of a parliament – in other words, government without an election – is five years.

Presidential government

Presidential government, such as that of the United States, is based on the separation of powers. Political power is distributed among three branches of government – the executive (the president), the legislative (Congress), and the judiciary (the Supreme Court and other courts). The purpose of these divisions is to provide checks and balances that limit the power of government. In contrast to the British system, the powers of the U.S. government are strictly defined by a written constitution.

Dictatorship

A dictator is a ruler who has complete power and often governs cruelly or unfairly. The term *totalitarianism* was first used in the 1920s and 1930s to describe

regimes such as those of Fascist Italy and Nazi Germany. Later it was applied to the governments of the Soviet Union and the communist states of Eastern Europe. A totalitarian government has total control over all aspects of its citizens' political and economic activities. It may also have a distinct set of beliefs, such as Fascism, Nazism, or Communism.

ELECTION

An election is a process that allows people to choose someone, usually for a political position. The act of choosing is called voting. In most elections the winner is the person who gets more votes than anyone else. Sometimes he or she needs to win more than half the votes cast.

History of elections

Many ancient societies chose their leaders through forms of election. Often the electorate – the people entitled to vote – was restricted to men who owned land. When the United States was formed, it had a population of over four million people, but only 120,000 could vote. After the Civil War (1861–65) all men of all races were allowed to vote by the 15th Amendment to the Constitution. However, in many states there were still obstacles to black people who wanted to vote. Women could not vote in federal elections until 1920, following the 19th Amendment.

Secret ballot

In early elections people had to declare their votes in public. That meant that the authorities could put pressure on voters to choose a particular candidate. Today most democracies, such as the United States, use a secret ballot system. The voter's decision is private, and no one can say how he or she voted. In some countries powerful groups still influence voters by using threats or bribes.

The U.S. system

In the United States the most important elections are for the presidency, held every four years. Each party chooses a candidate through elections called primaries. On election day – the first Tuesday after the first Monday in November – the people make their choice. Each state is allocated a number of votes in the system, which is known as the electoral college. All the votes for each state go to the presidential

candidate who has the most votes in the state.

There are also elections for Congress, for state, city, and county positions, and for local bodies such as school boards. They ensure that people in authority are responsible to the people they represent.

POST-READING

Discuss:

Does democracy guarantee good governance?

What is the most effective government?

What do you think a government should provide to its citizens?

Would you like to be a governor? Why / Why not?

UNIT 8

FAMOUS HISTORICAL FIGURES AND PERSONALITIES



PRE-READING

Discuss:

- What famous people do you know?
- Do you think that celebrities make a positive contribution to society?

Why / Why not? If you think so, how should this contribution be rewarded?

- Do you think that being a celebrity requires any sacrifices? If so, what kind of sacrifices?

READING

Read the texts below and answer the questions.

1. What do these dates from the texts refer to?

334 B.C. 45 B.C. 434 1429 1503 1787 1799 1875 1964 1981

2. Who is Aristotle and why is he famous?
3. Who led an army of Macedonians and Greeks into Asia?

4. Who was the most feared invader of the Roman Empire?
5. What was so special about Queen Victoria?
6. Why is Mother Teresa so inspiring?
7. Why is Queen Elizabeth unique?
8. How did Elon Musk become so popular?

ARISTOTLE (384–322 B.C.)

Aristotle was one of the greatest philosophers who ever lived. We still use his way of investigating and observing to explain how and why things happen. Aristotle was born in northeastern Greece. When he was 17, he went to Athens, where he studied at Plato's Academy for 20 years. Plato was the greatest teacher of the time. Aristotle studied all the sciences, as well as history and politics, but is best remembered today for his work on philosophy. He thought about questions such as: What is happiness? What is the point of life? How do our minds work?

After leaving the Academy, Aristotle became tutor to the young ruler Alexander the Great. Aristotle founded a school, the Lyceum, that contained a museum, a zoo, and the earliest known library.

Aristotle wrote more than 400 books on astronomy, biology, physics, and poetry, as well as politics and ethics. Today, using modern methods, scientists have confirmed that many of the observations Aristotle made were correct. He taught us that every statement should be supported by evidence to show that it is true.

ALEXANDER THE GREAT (356–323 B.C.)

Alexander III of Macedon, known as Alexander the Great, was a superb military commander who became the ruler of a vast empire. Alexander was born in 356 B.C. in Pella, Macedon (or Macedonia), now part of northern Greece. His father, Philip II, made Macedon into a major power. Philip's assassination in 336 B.C. put Alexander on the throne.

In 334 B.C. Alexander declared war on the powerful Persian Empire. He led an army of Macedonians and Greeks into Asia. Egypt, at that time a Persian territory,

fell to him, and he founded the city of Alexandria on the Nile River. In 331 B.C. Alexander defeated the Persian king, Darius III.

From 329 to 326 B.C. Alexander led his victorious army through the deserts and mountains of Central Asia to the borders of India. There he finally granted his weary soldiers' plea to return home. Back at Babylon (in modern Iraq), his capital in Asia, Alexander fell ill and died on June 10, 323 B.C., aged only 32.

Alexander introduced Greek thought and culture to Egypt and western Asia. His remarkable conquests (he never lost a battle) and his captivating personality established him as a legend.

JULIUS CAESAR (ABOUT 100–44 B.C.)

Julius Caesar was a politician, soldier, writer, and leader of the Roman republic. His name, Caesar, became the title of the Roman emperors. Gaius Julius Caesar was born into a noble family and began his political career in 78 B.C. In 59 B.C. he formed an alliance with Pompey, a famous general, and Crassus, a rich nobleman. This three-man pact was called the First Triumvirate.

Caesar was elected as a consul, became governor of three provinces, and successfully fought the Gauls in France and the Britons in England. Pompey later became jealous of him, and a civil war broke out between them, which Caesar won at the battle of Pharsalus in 48 B.C.

Caesar returned to Rome in 45 B.C. and was named dictator. He began many worthwhile reforms, and the following year he was appointed dictator for life. Other important Romans, such as Brutus and Cassius, thought this was too much power for one man, and they stabbed him to death in the Senate on March 15, 44 B.C.

ATTILA THE HUN (ABOUT A.D. 406–453)

The legendary king of the Huns was the most feared invader of the Roman Empire. He is still remembered for his savagery. The Huns were originally a nomadic (wandering) tribe from Central Asia. They were good horsemen, armed with short, powerful bows. In about A.D. 400 they settled in the region that later became known as Hungary.

In 434 Attila and his brother Bleda became the leaders of the Huns. In 445 Attila murdered Bleda and attacked the Roman Empire. In 447 his horsemen overran the Balkans, raiding Greece and threatening Constantinople, the capital of the eastern Roman Empire.

In 451 Attila crossed the Rhine River, penetrating deep into Gaul (present-day France). He was defeated later that year at the battle of Châlons, but he launched another attack in 452. His men crossed the Alps into Italy, and the pope had to pay them to save Rome from attack.

Attila died suddenly in 453. Although he probably died of heart failure, legend says he was murdered by his new bride. His scattered empire fell apart after his death.

JOAN OF ARC (ABOUT 1412–31)

Joan of Arc, also called the Maid of Orléans, led the French army to victory against the English, who were occupying France. Joan was born into a poor farming family during the Hundred Years' War (1337–1453) between France and England. When Joan was about 13 years old, she began to have visions and messages from various saints telling her to save France from its enemies.

The armies of England and the Duchy of Burgundy controlled the city of Reims, where French kings were traditionally crowned. Charles VII, who came to the throne in 1422, had never been crowned.

In 1429 Joan led troops into battle at Orléans. She won the battle, and the prince was crowned king at Reims. The following year Joan was captured. Charles made no attempt to pay the ransom money needed to free her, so the Burgundians sold her to the English.

She stood trial in Rouen, accused of witchcraft, and was burned to death in the marketplace on May 30, 1431.

Twenty-five years after her death the pope declared that she was innocent and had been wrongly executed. The Catholic church made Joan a saint in 1920 and celebrates her feast on May 30.

LEONARDO DA VINCI (1452–1519)

The most versatile talent of his age, Leonardo da Vinci was a painter, sculptor, architect, military engineer, inventor, musician, and scientist. Leonardo was born in Vinci, Italy, which is why he is called Leonardo da (from) Vinci. In 1469 he became apprenticed to the artist Andrea del Verrocchio in Florence. In 1482 Leonardo went to work for the duke of Milan. He supervised court entertainments, built military equipment, installed central heating in the duke's palace, and painted *The Last Supper*.

Leonardo filled notebooks with ideas for inventions. By studying his drawings of machines, 20th-century engineers have been able to build models of them that work perfectly. Leonardo used mirror (backward) writing to protect his ideas.

Leonardo studied the human body, dissecting (cutting up) dead bodies to see what they looked like inside. He also found time to examine the structure of plants, making many discoveries about plant growth.

In 1503 Leonardo returned to Florence, where he painted his most famous picture, the Mona Lisa. He died in France on May 2, 1519.

GEORGE WASHINGTON (1732–99)

George Washington led the American forces in the American Revolution and became the first president of the United States from 1789 to 1797. Washington was born on February 22, 1732. He had no formal schooling but was taught by tutors. In 1752 he inherited the family estate, Mount Vernon.

He served with courage in the French and Indian War. In 1759 he married a widow, Martha Dandridge Custis, and divided his time between his plantation and serving in the House of Burgesses, the Virginia state legislature.

In 1774 and 1775 Washington attended the Continental Congresses to discuss the colonies' plans for resistance to British rule. He was elected commander of the American forces and won important victories at Boston, Trenton, and Princeton. A number of British victories followed, but in 1781 the British were decisively

defeated at Yorktown. The two sides signed the Treaty of Paris, which ended the war, in 1783.

In 1787 Washington became president of the Constitutional Convention. Many Americans were suspicious of the idea of a new government, but the fact that Washington was involved encouraged them to support it.

On February 4, 1789, the United States held its first presidential election. Washington received all the votes cast, and John Adams became his vice president.

When Washington took power, the United States faced threats of attack from the British, the Spanish, and Native Americans. The new president made peace with all three and maintained U.S. neutrality when the European nations went to war in 1793.

Later Washington established a financial system to get the United States out of debt. He added new territory in the West and admitted three new states to the Union – Kentucky, Tennessee, and Vermont. He was aided by an able cabinet whose members included Alexander Hamilton and Thomas Jefferson.

After two terms in office Washington retired to Mount Vernon. However, his well-earned retirement was short – he died less than three years later.

LUDWIG VAN BEETHOVEN (1770–1827)

Beethoven was one of the greatest composers of classical music. His achievement is even more amazing because for much of his life he was deaf.

Beethoven was born in 1770 in Bonn, Germany. His father was an alcoholic and wanted his son to earn money by performing. Young Ludwig was often dragged out of bed at night and made to practice the piano. By the age of 13 he was already working as an organist. After his mother died, when he was 18, Beethoven had to take charge of the family. He played for many princes in and around Vienna, Austria.

Then, about 1799, Beethoven discovered that he was going deaf. After this he developed a new musical style that reflected his violent emotions. At about this time

Beethoven composed the Fifth Symphony, one of the most popular and influential of all his works. By 1820 he was so deaf that he could communicate with other

people only in writing. But this was his most creative period, during which he wrote his greatest works: the last five piano sonatas, the Mass in D (Missa solemnis), the Ninth Symphony, and the last five string quartets.

In 1826 his nephew Karl tried to commit suicide. This badly affected Beethoven's health. He died on March 26, 1827.

QUEEN VICTORIA (1819–1901)

During the reign of Queen Victoria the British Empire reached the height of its power. Her strong sense of duty won her the devotion of her subjects. Victoria came to the throne in 1837, aged only 18, after the death of her uncle, William IV. At the time the British monarchy was unpopular with its people. The young Victoria was high-spirited and fun-loving, but her behavior was influenced by her marriage in 1840 to a distant cousin, Albert, a German prince. Albert taught Victoria that a queen should always act with dignity. They had a happy marriage, and by the time of Albert's death in 1861 they had raised nine children together. Victoria continued to maintain her interest in religion, morals, art, music, and fashion. Her reign is associated with a stern morality.

The prime ministers who served Victoria were men of great ability. They included Robert Peel, William Gladstone, and Benjamin Disraeli. In 1875 Britain gained control of the Suez Canal, Egypt, and in 1876 Victoria was proclaimed empress of India.

In 1897 Victoria celebrated her Diamond Jubilee – 60 years of rule. People of all political beliefs showed her much affection. When she died four years later, she left behind an empire that seemed secure. Britain, however, would soon lose its place as leader of the world.

Victoria was succeeded by her eldest son, who became Edward VII.

CRAZY HORSE (ABOUT 1849–77)

Tashunca-Uitco, or Crazy Horse, was a chief of the Oglala Sioux who firmly resisted white occupation of the northern Plains. In 1854 Crazy Horse was present at the first clash between U.S. troops and the Sioux near Fort Laramie, Wyoming.

All the soldiers were killed. In the 1870s Crazy Horse fought to keep white gold miners out of the Black Hills, a region his people held sacred. In 1873 he took part in two skirmishes with Lieutenant Colonel George Custer's troops on the Yellowstone River.

Followers of Crazy Horse formed the Sioux Confederation that later defeated Custer at the Battle of the Little Bighorn in 1876. In the battle Crazy Horse served as a field leader. He surrendered in 1877, but was fatally stabbed by a guard while resisting imprisonment.

In 1948 work began on a memorial to Crazy Horse. His portrait is being carved from the solid rock of Thunderhead Mountain, five miles north of Custer, South Dakota. When completed, the statue will be 563 ft. (171.6m) tall, making it the world's largest mountain carving.

MOHANDAS GANDHI (1869–1948)

Gandhi was the most important leader in the history of modern India. He is often known as Mahatma, meaning "great soul." Mohandas Karamchand Gandhi was born in Porbandar, India, on October 2, 1869, to a large Hindu family of merchants. When he was 18, he went to London, England, to study law.

In 1893 Gandhi went to work as a lawyer in South Africa. Indians in that country were treated harshly, and Gandhi led a campaign of nonviolent resistance called civil disobedience against the government. He spent some time in jail in South Africa, but won some reforms.

In 1915 Gandhi returned to India, which was then part of the British Empire. He joined the Indian National Congress, a political party working for the independence of the country.

Gandhi's protests were always nonviolent and used a method called passive resistance. He led boycotts – refusing to buy British goods – and fasts, or refusing to eat. The British had put a tax on salt, which led to much hardship for poor people, who could not afford to buy it. Gandhi led a march to the sea, where his followers made salt from seawater, which was against the law. The march forced the British

to allow salt to be gathered for personal use.

Gandhi also campaigned for social justice within India. Hindu society was divided into castes – social classes – and Gandhi worked to help the “untouchables,” who were the lowest group. He also worked for peace between Hindus and Muslims.

India became independent in 1947. The country was divided on religious lines between Hindus and Muslims, creating the new state of Pakistan. A Hindu who objected to this partition shot and killed Gandhi on January 30, 1948.

MARTIN LUTHER KING (1929–68)

Dr. Martin Luther King, Jr. was the most important leader of the movement to obtain rights for African Americans in the 1950s and 1960s. Martin Luther King, Jr., was born in Atlanta, Georgia. His father was the pastor of Ebenezer Baptist Church. King took degrees at Morehouse College in Atlanta and Crozer Theological Seminary in Pennsylvania. He then went to Boston University, where he earned a doctorate. In Boston he met Coretta Scott. They married in 1953 and settled in Montgomery, Alabama, where King had been appointed pastor of the Dexter Avenue Baptist Church.

At that time buses in Montgomery were segregated – black people had to give up their seats to whites. King led a campaign against the bus company. Black people did not use the buses for 381 days. In 1956 the Supreme Court declared segregation of buses to be against the Constitution.

King was then asked to lead the Southern Christian Leadership Conference (SCLC). The goal of the SCLC was to win equality for black people without the use of violence.

In 1959 King returned to Atlanta as copastor, with his father, of the Ebenezer Baptist Church. He continued his work with the SCLC. King based his philosophy on the teachings of both Jesus Christ and the Indian leader Mohandas Gandhi, who had helped India win independence from Britain through nonviolent protest.

In 1963 King led a march to Washington, D.C., where he made a famous speech to 250,000 people. It is known by one of its key phrases, “I have a dream.”

In 1964 King won the Nobel Peace Prize for his nonviolent pursuit of justice. SCLC campaigns helped bring about the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

On April 4, 1968, the day before a scheduled mass march, King was shot dead in Memphis, Tennessee, by a drifter named James Earl Ray. Martin Luther King, Jr., is buried in Atlanta. Since 1986 the third Monday in January has been a national holiday in his honor.

LOUIS ARMSTRONG (1900–71)

Louis Daniel Armstrong was a legendary American jazz musician, singer, and popular entertainer. His hometown, New Orleans, Louisiana, was also the birthplace of jazz music. As a young boy Armstrong loved to follow the brass bands that marched down the streets of New Orleans. First, he learned to play the cornet and then the trumpet. In 1922 Joe “King” Oliver asked Armstrong to join his jazz band as a trumpeter. They made many records.

Armstrong later formed his own bands: the *Hot Five* and the *Hot Seven*. To show off his skills, he took a solo turn at playing each tune on his trumpet. Soon jazz musicians everywhere were playing solos.

From the 1930s onward Armstrong sang, performed in variety shows, and starred in Hollywood movies. An inventive singer, he used his voice like a musical instrument, often singing nonsense sounds instead of real words. This is called scat singing.

Armstrong was called “Satchmo” because his mouth looked as wide as an open satchel bag. Hugely popular, he won a whole new audience for jazz music.

MOTHER TERESA (1910–97)

Mother Teresa, in full St. Teresa of Calcutta, also called St. Mother Teresa, original name Agnes Gonxha Bojaxhiu is a founder of the Order of the Missionaries of Charity, a Roman Catholic congregation of women dedicated to the poor, particularly to the destitute of India. She was the recipient of numerous honours,

including the 1979 Nobel Prize for Peace.

The daughter of an ethnic Albanian grocer, she went to Ireland in 1928 to join the Sisters of Loreto at the Institute of the Blessed Virgin Mary and sailed only six weeks later to India as a teacher. She taught for 17 years at the order's school in Calcutta (Kolkata).

In 1946 Sister Teresa experienced her "call within a call," which she considered divine inspiration to devote herself to caring for the sick and poor. She then moved into the slums she had observed while teaching. Municipal authorities, upon her petition, gave her a pilgrim hostel, near the sacred temple of Kali, where she founded her order in 1948. Sympathetic companions soon flocked to her aid. Dispensaries and outdoor schools were organized. Mother Teresa adopted Indian citizenship, and her Indian nuns all donned the sari as their habit. In 1950 her order received canonical sanction from Pope Pius XII, and in 1965 it became a pontifical congregation (subject only to the pope). In 1952 she established Nirmal Hriday ("Place for the Pure of Heart"), a hospice where the terminally ill could die with dignity. Her order also opened numerous centres serving the blind, the aged, and the disabled. Under Mother Teresa's guidance, the Missionaries of Charity built a leper colony, called Shanti Nagar ("Town of Peace"), near Asansol, India.

In 1962 the Indian government awarded Mother Teresa the Padma Shri, one of its highest civilian honours, for her services to the people of India. Pope Paul VI on his trip to India in 1964 gave her his ceremonial limousine, which she immediately raffled to help finance her leper colony. She was summoned to Rome in 1968 to found a home there, staffed primarily with Indian nuns. In recognition of her apostolate, she was honoured on January 6, 1971, by Pope Paul, who awarded her the first Pope John XXIII Peace Prize. In 1979 she received the Nobel Peace Prize for her humanitarian work, and the following year the Indian government conferred on her the Bharat Ratna, the country's highest civilian honour.

In her later years Mother Teresa spoke out against divorce, contraception, and abortion. She also suffered ill health and had a heart attack in 1989. In 1990 she resigned as head of the order but was returned to office by a nearly unanimous vote

– the lone dissenting voice was her own. A worsening heart condition forced her retirement, and the order chose the Indian-born Sister Nirmala as her successor in 1997. At the time of Mother Teresa’s death, her order included hundreds of centres in more than 90 countries with some 4,000 nuns and hundreds of thousands of lay workers. Within two years of her death, the process to declare her a saint was begun, and Pope John Paul II issued a special dispensation to expedite the process of canonization. She was beatified on October 19, 2003, reaching the ranks of the blessed in what was then the shortest time in the history of the church. She was canonized by Pope Francis I on September 4, 2016.

ELIZABETH II (1926–2022)

Elizabeth II, in full Elizabeth Alexandra Mary, officially Elizabeth II, by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland and of her other realms and territories Queen, Head of the Commonwealth, Defender of the Faith, (born April 21, 1926, London, England—died September 8, 2022, Balmoral Castle, Aberdeenshire, Scotland), queen of the United Kingdom of Great Britain and Northern Ireland from February 6, 1952, to September 8, 2022. In 2015 she surpassed Victoria to become the longest-reigning monarch in British history.

Elizabeth was the elder daughter of Prince Albert, duke of York, and his wife, Lady Elizabeth Bowes-Lyon. As the child of a younger son of King George V, the young Elizabeth had little prospect of acceding to the throne until her uncle, Edward VIII (afterward duke of Windsor), abdicated in her father’s favour on December 11, 1936, at which time her father became King George VI and she became heir presumptive. The princess’s education was supervised by her mother, who entrusted her daughters to a governess, Marion Crawford; the princess was also grounded in history by C.H.K. Marten, afterward provost of Eton College, and had instruction from visiting teachers in music and languages. During World War II she and her sister, Princess Margaret Rose, perforce spent much of their time safely away from the London blitz and separated from their parents, living mostly at Balmoral Castle in Scotland and at the Royal Lodge, Windsor, and Windsor Castle.

Early in 1947 Princess Elizabeth went with the king and queen to South Africa. After her return there was an announcement of her betrothal to her distant cousin Lieutenant Philip Mountbatten of the Royal Navy, formerly Prince Philip of Greece and Denmark. The marriage took place in Westminster Abbey on November 20, 1947. Their first child, Prince Charles, was born November 14, 1948, at Buckingham Palace.

In the summer of 1951, the health of King George VI entered into a serious decline, and Princess Elizabeth represented him at the Trooping the Colour and on various other state occasions. The king died February 6, 1952. The first three months of Elizabeth's reign, the period of full mourning for her father, were passed in comparative seclusion. But in the summer, after she had moved from Clarence House to Buckingham Palace, she undertook the routine duties of the sovereign and carried out her first state opening of Parliament on November 4, 1952. Her coronation was held at Westminster Abbey on June 2, 1953.

Beginning in November 1953 the queen and the duke of Edinburgh made a six-month round-the-world tour of the Commonwealth, which included the first visit to Australia and New Zealand by a reigning British monarch. In 1957, after state visits to various European nations, she and the duke visited Canada and the United States. In 1961 she made the first royal British tour of the Indian subcontinent in 50 years, and she was also the first reigning British monarch to visit South America (in 1968) and the Persian Gulf countries (in 1979). During her "Silver Jubilee" in 1977, she presided at a London banquet attended by the leaders of the 36 members of the Commonwealth, traveled all over Britain and Northern Ireland, and toured overseas in the South Pacific and Australia, in Canada, and in the Caribbean.

On the accession of Queen Elizabeth, her son Prince Charles became heir apparent; he was named prince of Wales on July 26, 1958. The queen's other children were Princess Anne, born August 15, 1950, and created princess royal in 1987; Prince Andrew, born February 19, 1960, and created duke of York in 1986; and Prince Edward, born March 10, 1964, and created earl of Wessex and Viscount Severn in 1999. All these children have the surname "of Windsor," but in 1960

Elizabeth decided to create the hyphenated name Mountbatten-Windsor for other descendants not styled prince or princess and royal highness. Elizabeth's first grandchild (Princess Anne's son) was born on November 15, 1977.

The queen seemed increasingly aware of the modern role of the monarchy, allowing, for example, the televising of the royal family's domestic life in 1970 and condoning the formal dissolution of her sister's marriage in 1978. In the 1990s, however, the royal family faced a number of challenges. In 1992, a year that Elizabeth referred to as the royal family's *annus horribilis*, Prince Charles and his wife, Diana, princess of Wales, separated, as did Prince Andrew and his wife, Sarah, duchess of York. Moreover, Anne divorced, and a fire gutted the royal residence of Windsor Castle. In addition, as the country struggled with a recession, resentment over the royals' lifestyle mounted, and in 1992 Elizabeth, although personally exempt, agreed to pay taxes on her private income. The separation and later divorce (1996) of Charles and the immensely popular Diana further eroded support for the royal family, which was viewed by some as antiquated and unfeeling. The criticism intensified following Diana's death in 1997, especially after Elizabeth initially refused to allow the national flag to fly at half-staff over Buckingham Palace. In line with her earlier attempts at modernizing the monarchy, the queen subsequently sought to present a less-stuffy and less-traditional image of the monarchy. These attempts were met with mixed success.

In August 2017 Prince Philip officially retired from public life, though he periodically appeared at official engagements after that. In the meantime, Elizabeth began to reduce her own official engagements, passing some duties on to Prince Charles and other senior members of the royal family, though the pool of stand-ins shrank when Charles's younger son, Prince Harry, duke of Sussex, and his wife, Meghan, duchess of Sussex, controversially chose to give up their royal roles in March 2020. During this period, public interest in the queen and the royal family grew as a result of the widespread popularity of *The Crown*, a Netflix television series about the Windsors that debuted in 2016. Having dealt with several physical setbacks in recent years, Philip, who had been Elizabeth's husband for more than

seven decades, died in April 2021. Because of social-distancing protocols brought about by the COVID-19 pandemic, the queen sat alone in a choir stall in St. George's Chapel (in Windsor Castle) at Philip's funeral. The widely disseminated images of her tragic isolation were heartbreaking but emblematic of the dignity and courage that she brought to her reign.

In June 2022 Britain celebrated Elizabeth's 70 years on the throne with the "Platinum Jubilee," a four-day national holiday that included the Trooping the Colour ceremony, a thanksgiving service at St. Paul's Cathedral, a pop music concert at Buckingham Palace, and a pageant that employed street arts, theatre, music, circus, carnival, and costume to honour the queen's reign. Health issues limited Elizabeth's involvement. On September 8, Elizabeth's death, at age 96, shocked Britain and the world. Prince Charles succeeded her on the throne as King Charles III.

Elizabeth was known to favour simplicity in court life and was also known to take a serious and informed interest in government business, aside from the traditional and ceremonial duties. Privately, she became a keen horsewoman; she kept racehorses, frequently attended races, and periodically visited the Kentucky stud farms in the United States. Her financial and property holdings made her one of the world's richest women.

DIANA, PRINCESS OF WALES (1961–97)

Diana, princess of Wales, commonly called Princess Diana, original name Diana Frances Spencer, former consort (1981–96) of Charles, prince of Wales (later Charles III) was one of the foremost celebrities of her day. Diana was born at Park House, the home that her parents rented on Queen Elizabeth II's estate at Sandringham and where Diana's childhood playmates were the queen's younger sons, Prince Andrew and Prince Edward. She was the third child and youngest daughter of Edward John Spencer, Viscount Althorp, heir to the 7th Earl Spencer, and his first wife, Frances Ruth Burke Roche. Her parents' troubled marriage ended in divorce when Diana was a child, and she, along with her brother and two sisters,

remained with her father. She became Lady Diana Spencer when her father succeeded to the earldom in 1975. Riddlesworth Hall and West Heath School provided the young Diana's schooling. After attending the finishing school of Chateau d'Oex at Montreux, Switzerland, Diana returned to England and became a kindergarten assistant at the fashionable Young England school in Pimlico.

She renewed her contacts with the royal family, and her friendship with Charles grew in 1980. On February 24, 1981, their engagement was announced, and her beauty and shy demeanour – which earned her the nickname “Shy Di” – made her an instant sensation with the media and the public. The couple married in St. Paul's Cathedral on July 29, 1981, in a globally televised ceremony watched by an audience numbering in the hundreds of millions. Their first child, Prince William Arthur Philip Louis of Wales, was born on June 21, 1982, and their second, Prince Henry (“Harry”) Charles Albert David, on September 15, 1984.

“Princess Di” rapidly evolved into an icon of grace, elegance, and glamour. Exuding natural charm and charisma, she used her celebrity status to aid numerous charitable causes, and her changing hairstyles and wardrobe made her a fashion trendsetter. Behind the scenes, however, marital difficulties between the princess and prince were growing. Diana struggled with severe postnatal depression, low self-esteem, eating disorders, and the mounting strain of being constantly pursued by both the official media royal-watchers and the tabloid press, particularly the paparazzi. The marital breakdown became increasingly apparent amid mutual recriminations, tell-all biographies, and admissions of infidelity on both sides, and the couple formally separated in 1992. After prolonged negotiations that left Diana with a substantial financial settlement but without the title Her Royal Highness, the couple's divorce became final on August 28, 1996.

After the divorce, Diana maintained her high public profile and continued many of the activities she had earlier undertaken on behalf of charities, supporting causes as diverse as the arts, children's issues, and AIDS patients. She also was involved in efforts to ban land mines. To ensure that William and Harry had “an understanding of people's emotions, their insecurities, people's distress, and their

hopes and dreams,” Diana brought her sons with her to hospitals, homeless shelters, and orphanages. To acquaint them with the world outside royal privilege, she took them to fast food restaurants and on public transportation. Her compassion, personal warmth, humility, and accessibility earned her the sobriquet “the People’s Princess.”

Long one of the most-photographed women in the world, Diana’s unprecedented popularity both in Britain and abroad continued after her divorce. Although she used that celebrity to great effect in promoting her charitable work, the media were often intrusive. It was while attempting to evade pursuing journalists that Diana was killed, along with her companion, Dodi Fayed, and their driver, Henri Paul, in an automobile accident in a tunnel under the streets of Paris in 1997.

Though the photographers were initially blamed for causing the accident, a French judge in 1999 cleared them of any wrongdoing, instead faulting Paul, who was found to have had a blood alcohol level over the legal limit at the time of the crash and to have taken prescription drugs incompatible with alcohol. In 2006 a Scotland Yard inquiry into the incident also concluded that the driver was at fault. In April 2008, however, a British inquest jury ruled both the driver and the paparazzi guilty of unlawful killing through grossly negligent driving, though it found no evidence of a conspiracy to kill Diana or Fayed, an accusation long made by Fayed’s father.

Her death produced unprecedented expressions of public mourning, testifying to her enormous hold on the British national psyche. The royal family, apparently caught off guard by the extraordinary outpouring of grief and by criticism of their emotional reticence, broke with tradition in arranging the internationally televised royal funeral. The image of Prince William, then age 15, and Prince Harry, then age 12, walking solemnly with their father behind Diana’s casket in her funeral cortege became iconic. At Diana’s funeral Sir Elton John performed a version of his classic song “Candle in the Wind” (originally written about actress Marilyn Monroe) with lyrics that had been revised by his songwriting partner, Bernie Taupin, to reflect on the life and death of Diana.

ELON MUSK (b. 1971)

Elon Musk, South African-born American entrepreneur, cofounded the electronic-payment firm PayPal and formed SpaceX, maker of launch vehicles and spacecraft. He was also one of the first significant investors in, as well as chief executive officer of, the electric car manufacturer Tesla. In addition, Musk acquired Twitter in 2022.

Musk was born to a South African father and a Canadian mother. He displayed an early talent for computers and entrepreneurship. At age 12 he created a video game and sold it to a computer magazine. In 1988, after obtaining a Canadian passport, Musk left South Africa because he was unwilling to support apartheid through compulsory military service and because he sought the greater economic opportunities available in the United States.

Musk attended Queen's University in Kingston, Ontario, and in 1992 he transferred to the University of Pennsylvania, Philadelphia, where he received bachelor's degrees in physics and economics in 1997. He enrolled in graduate school in physics at Stanford University in California, but he left after only two days because he felt that the Internet had much more potential to change society than work in physics. In 1995 he founded Zip2, a company that provided maps and business directories to online newspapers. In 1999 Zip2 was bought by the computer manufacturer Compaq for \$307 million, and Musk then founded an online financial services company, X.com, which later became PayPal, which specialized in transferring money online. The online auction eBay bought PayPal in 2002 for \$1.5 billion.

Musk was long convinced that for life to survive, humanity has to become a multiplanet species. However, he was dissatisfied with the great expense of rocket launchers. In 2002 he founded Space Exploration Technologies (SpaceX) to make more affordable rockets. Its first two rockets were the Falcon 1 (first launched in 2006) and the larger Falcon 9 (first launched in 2010), which were designed to cost much less than competing rockets. SpaceX also developed the Dragon spacecraft, which carries supplies to the International Space Station (ISS). Dragon can carry as

many as seven astronauts, and it had a crewed flight carrying astronauts Doug Hurley and Robert Behnken to the ISS in 2020. In addition to being CEO of SpaceX, Musk was also chief designer in building the Falcon rockets, Dragon, and Starship. SpaceX is contracted to build the lander for the astronauts returning to the Moon by 2025 as part of NASA's Artemis space program.

Musk had long been interested in the possibilities of electric cars, and in 2004 he became one of the major funders of Tesla Motors (later renamed Tesla), an electric car company founded by entrepreneurs Martin Eberhard and Marc Tarpenning. In 2006 Tesla introduced its first car, the Roadster, which could travel 245 miles (394 km) on a single charge. Unlike most previous electric vehicles, which Musk thought were stodgy and uninteresting, it was a sports car that could go from 0 to 60 miles (97 km) per hour in less than four seconds. In 2010 the company's initial public offering raised about \$226 million. Two years later Tesla introduced the Model S sedan, which was acclaimed by automotive critics for its performance and design. The company won further praise for its Model X luxury SUV, which went on the market in 2015. The Model 3, a less-expensive vehicle, went into production in 2017 and became the best-selling electric car of all time.

Dissatisfied with the projected cost (\$68 billion) of a high-speed rail system in California, Musk in 2013 proposed an alternate faster system, the Hyperloop, a pneumatic tube in which a pod carrying 28 passengers would travel the 350 miles (560 km) between Los Angeles and San Francisco in 35 minutes at a top speed of 760 miles (1,220 km) per hour, nearly the speed of sound. Musk claimed that the Hyperloop would cost only \$6 billion and that, with the pods departing every two minutes on average, the system could accommodate the six million people who travel that route every year. However, he stated, between running SpaceX and Tesla, he could not devote time to the Hyperloop's development.

Musk joined the social media service Twitter in 2009, and, as @elonmusk, he became one of the most popular accounts on the site, with more than 85 million followers as of 2022. Early in April 2022, Twitter's filings with the SEC disclosed that Musk had bought more than 9 percent of the company. Shortly thereafter Twitter

announced that Musk would join the company's board, but Musk decided against that and made a bid for the entire company, at a value of \$54.20 a share, for \$44 billion. Twitter's board accepted the deal, which would make him sole owner of the company. Musk stated that his plans for the company included "enhancing the product with new features, making the algorithms open source to increase trust, defeating the spam bots, and authenticating all humans." In July 2022 Musk announced that he was withdrawing his bid, stating that Twitter had not provided sufficient information about bot accounts and claiming that the company was in "material breach of multiple provisions" of the purchase agreement. Bret Taylor, the chair of Twitter's board of directors, responded by saying that the company was "committed to closing the transaction on the price and terms agreed upon with Mr. Musk." Twitter sued Musk to force him to buy the company. In September 2022, Twitter's shareholders voted to accept Musk's offer. Facing a legal battle, Musk ultimately proceeded with the deal, and it was completed in October.

POST-READING

Discuss:

- Should the private life of celebrities be made public?
- Why do you think people are so interested in celebrities' private lives?
- Do you think the paparazzi go too far sometimes?
- Would you like to be a celebrity? Why / Why not?

UNIT 9

INDOOR AND OUTDOOR ACTIVITIES



PRE-READING

Discuss:

- What should one do in one's free time?
- How do you spend your free time?
- What is your favourite pastime, and why?

READING

Read the texts below and explain the meanings of the words and word combinations in bold.

GAMES AND PASTIMES

People in all parts of the world have played **games** for thousands of years. They play against friends, in teams, or on their own. People played games on specially designed **boards** at least 4,000 years ago. These games were popular in ancient Greece and Rome. There are two basic types of board game – strategy and racing. However, many games have elements of both.

Strategy games are often based on warfare and involve capturing territory or pieces belonging to an opponent. Popular strategy games include chess, checkers, backgammon, and, halma. All these games probably originate from Asia.

Racing games involve moving pieces on a board to a finishing point. The person who finishes first is the **winner**. Many do not require any particular knowledge or **skill** to win. Snakes and ladders is an example of this type of game. Many older race games were used to teach children manners and morality. **Players** often roll dice to find how many spaces they may move.

Successful board games of the last few decades include Monopoly, in which players pretend to be property developers, and Trivial Pursuit, which tests the players' general knowledge. The games involve both strategy and racing.

Tile games

Some games use special flat **tiles**. They were originally made of wood or bone, but are now often made of plastic. A very **popular** example is dominoes, which uses tiles printed with different combinations of dots at each end. Players usually have to lay one tile against another so that touching ends have the same number of dots. It is thought that dominoes probably originated in China.

Mah-jongg has been popular in China for hundreds of years. Players use 144 tiles in a game and attempt to form sets according to the various patterns on the tiles. Scrabble is a tile game, although it is played on a board. Players **score points** by making words from tiles printed with letters of the alphabet. Scrabble is sold in many languages.

Electronic games

Advances in computer technology have made video and computer games highly popular. The first successful **video games** were introduced in the early 1970s in arcades around the world. By the early 1990s **games consoles** and PC games were also widespread. Successful video games over the years have included Sonic the Hedgehog, Super Mario Brothers, and Tomb Raider. Many of them have been developed as television shows and movies, and the characters sold as toys.

Outdoor pastimes

As recently as the 1800s fishing, hunting, and other outdoor activities were the only way some people could survive. Now, with most people living in towns and cities, these pastimes are a popular way of “getting back to nature.”

Fishing is one of the most popular pastimes in North America. Some people take part in organized competitions, with prizes given for the biggest fish caught. For most fishermen and women, however, the only competition is between them and the fish. “Angler” is the term used for people who fish for pleasure.

Hunting, with guns or bows and arrows is another popular pastime. There are strict rules about when hunters may kill certain species. It is illegal to hunt rare or endangered animals.

Other popular pastimes that take place out of doors include **boating**, hiking, and skiing. They were originally means of transportation, but are now leisure activities. They all enable people to stay healthy without necessarily taking part in organized sports and competitions.

COMPUTER GAMES

Computer games have been around since the 1970s. Early games now look very basic, but the key principles have not really changed.

Computer games use a combination of text, **graphics**, video, and sound to create action, or “gameplay.” They range from simple games for young children to realistic and **sophisticated** games suitable for training aviators and naval captains. In each case the player controls the action with an **input device**, such as buttons, a joystick, or a computer mouse.

Games may be for two or more players, but they are commonly played by one person alone. A typical game requires the player to work his or her way through a series of possible actions, interacting with the game’s moves, and winning through a combination of manual skill, knowledge, and strategy.

Many games are designed to be played on personal computers (PCs). Others are designed for arcade machines, hand-held game machines, or home video-game

consoles that plug into a TV set.

An arcade machine allows one or more people to play a game for a set number of minutes after inserting a coin. Home video-game consoles are specifically designed to play games. PCs generally have more memory and power than game consoles, allowing designers to create more challenging and **imaginative** games. Hand-held game machines are small, inexpensive units that can fit into a pocket. The best-known of these machines is Nintendo's Game Boy, which uses interchangeable game cartridges, much like the larger console systems.

Types of game

Traditional computer games include solitaire, poker, chess, trivia, and word games. Simulations recreate **real-life situations**: battles, car races, boat navigation, business deals, sports games, and so on. Many are games of strategy in which the player must analyze a situation and understand or discover the rules in order to win. Fantasy and adventure games emphasize character and plot.

They are also games of strategy and may **simulate** realistic environments. Some are based on popular films and books, but allow players to choose various **scenarios** and outcomes. Some games are educational, allowing users to tour the human body or score points by solving math problems.

Some people object that electronic games are damaging to children who play for long periods, but others maintain that they are valuable **aids** to learning.

POST-READING

Discuss:

- What strategy games can you play?
- Which racing games are the most popular?
- How does the tile game work?
- What are some of the most popular outdoor activities in Ukraine?
- Are computer games important? Why / why not?

UNIT 10

THE IMPORTANCE OF EDUCATION



PRE-READING

Discuss:

- Why is education important?
- How does education affect one's future?

READING

Read the texts below and answer the questions.

1. What was the education like in ancient Greece?
2. How did education change during the Renaissance?
3. What type of education system is used in the US?
4. What is finishing school for girls?
5. Do children need discipline? Why / Why not?
6. What are the most effective ways to discipline a child?

EDUCATION

Education is the gaining of knowledge and skills. People start learning almost

as soon as they are born, and the process carries on throughout life. Most ancient cultures made education available for boys only. Girls did not go to school. This was common for many centuries.

In ancient Greece education was intended to prepare young men for playing a part in society. They were taught reading, writing, math, singing, and sports. The greatest teacher was Socrates (about 470–399 B.C). His followers, including Plato and Aristotle, set up schools that instructed the young in philosophy (the art of thinking).

The Romans took many ideas about education from the Greeks and spread them through their empire. When the western Roman Empire collapsed in the fifth century, education in Europe declined. For many years even kings were unable to read. Only boys intending to be priests got a good education.

Renaissance and the modern era

The great expansion in learning that began in the 1400s was called the Renaissance. After 1455 the development of the printing press made books cheaper and widely available. The Reformation, when many people broke away from the Roman Catholic Church in the 1500s, also had an effect on education. The Bible was translated from Latin into local languages, so people could read it for themselves. However, churches and religious bodies still controlled most schools.

In the 1700s thinkers such as Jean-Jacques Rousseau (1712–78) argued that education should give more freedom to children and less discipline. Governments began to pay for education, and girls got better access to learning. From the 1900s most Western countries began providing state-funded education to all children, usually for about 10 years from age five.

Education in the United States

In colonial America children learned to read and write by memorizing religious passages. By the end of the 1800s state-funded schools were providing basic education in all states. Many schools remained segregated until 1954.

Today states still have control over the public schools within their borders. Each state is divided into school districts, run by school boards. Most districts

organize their schools on a “ladder” system. Children begin with preschool and elementary schools, moving on to middle or junior high schools, and then high schools. After graduating from high school, many students go on to colleges and universities.

FINISHING SCHOOLS FOR YOUNG GIRLS

Finishing schools help improve a girl’s image, etiquette and communication skills, transforming her into a semblance of grace. You won’t see graduates from a girl’s finishing school walking bow-legged and spitting gum to the curb. Instead, you’ll see young ladies moving with fluid elegance and perfect posture – with the social skills and confidence to match.

One of the many benefits finishing schools offer is help young girls create a popular, healthy image. They teach young girls to dress for the “in look” by teaching them what to wear according to popular and emerging trends. Girls also learn how to wear accessories that will be popular with their peers. Gloria Starr, one of the top finishing schools, holds seminars around the world that focus on improving the image of young girls everywhere. Two-day seminars can be booked for groups of 10 to 30 girls where image education is taught in a comfortable group setting.

Girls enrolled in finishing schools learn multiple levels of communication. Finishing schools like Final Touch teach girls how their body language translates to onlookers. They also teach girls how to master the art of conversation. Finishing schools groom girls to be fluent in making great introductions and go as far as teaching them cell phone etiquette. Girls also learn how gracefully to give and receive a gift, and how to thank someone in a lovely style. Part of a first impression rests on a girl’s communication skills, and finishing schools across the country prim young girls to be charming in the various ways of communication.

Dining and tea skills are taught at schools like Reflections Unlimited. The art of dining includes table posture, cutlery and utensils knowledge, how to pass and receive platters, how to eat soup, drink from glasses, table setting skills and tea service. The dining table is a place where the art of conversation takes place and where reputations are established. Having proper manners at the table will give

young girls sterling reputations.

Balls and cotillions are monumental occasions in every high society young girl's life. They are often places where girls are formally introduced to the public, and dancing is a vital part of the ceremony where a girl displays her grace and elegance for all to see. Many finishing schools teach dance skills and etiquette, as well as social behavior appropriate for fancy occasions.

WHAT THESE KIDS NEED IS DISCIPLINE

Jonathan Myerson explains why he has decided to be as strict with his children as his father was with him: I'm a very old fashioned and strict parent, like my own father. He wanted me to become a barrister, like him, but I used to say to him that he'd made me secure enough not to worry about having a proper job. He was very disappointed when I said I was going to be a writer, but I think that was out of anxiety: he didn't know how I would survive in the world.

As a child I was really proud of my father. I have an image of him, six foot five inches, broad-shouldered, wearing a smart suit and tie and behaving maturely – an image I feel I should live up to. My father had status in other people's eyes. I worry that I didn't give my children that. They don't see me wearing a suit and going out to work or having status: they see me slobbing around at home in shorts and no shoes.

I think children want to feel proud of their parents because it makes them feel secure. The one time that my children knew how to rate my professional life was when I was nominated for an award for one of my stories – my lucky break. Briefly, I was elevated in their eyes. When I didn't win, I felt that I had let them down, which is ridiculous. I had one little cry because I felt I had failed.

I have inherited from my father a strong sense of the importance of doing the right thing. And, like him, I am strict, even though I lack the sort of authority bubble he had around him. In the right context, my children are allowed to be rude to me – they might call me 'fat face' in a jokey way, when I would never have dared. But I'm also very authoritarian: I believe strongly in proper bedtimes, that chores have to be done and that certain times of the day – when Julie and I have an evening drink

– are reserved for adults, which the children are not allowed to interrupt.

Some parents of our children's friends have told Julie that their children are scared of me because I am so strict with my own children. I know I have quite a demonic image in a few families' eyes. But I want to make my children into the sort of children I want them to be. We live in a terribly liberal age when people feel they should take a back seat in making moral decisions. I don't think that children should make up their own minds – and saying that is about as unfashionable as you can get. But if you don't influence them, they will only be influenced by others. I don't believe in reasoning with my children. They do what mummy and daddy say. If you say to a child, 'Would you like to go to bed now?' no child in his right mind will agree, and if he does, he needs to be seen by two psychiatrists immediately.

Julie and I don't let our children watch television after 6 pm, ever. It's important to think through why a programme is being made. If it's fun, that's fine, but I can't stand all those Saturday morning programmes that are really just to promote the latest toys and to persuade people to buy accessories. Our children watch it for an hour after school and then it goes off. They never ask to turn it on again.

I think it's a parent's job to preserve childhood as long as possible – which is also terribly unfashionable. We are proud of the fact that Jacob, at 10, still likes cuddly toys. In our house we never buy toys which are fashionable crazes. We hold out against getting the latest gadget or toy, even if everyone else in Jacob's class has one. But I cracked when he said, 'I don't understand why, if I'm good and I do all my homework and I do everything right, I don't have a Nintendo and all the bad boys do.' I thought that was a very strong argument. Jacob could not believe it when we got him a Nintendo for his birthday. But we still lay down rules about its limited use, which he has never argued with, because that is the atmosphere in the house.

I am strict about homework and achievement. Our children will work hard until they finish university, and I think they will thank me for the rest of their lives. If they do drop out, at least they will have made a conscious choice. At the moment, the older two are doing well at school and sometimes I try to raise the amount of

homework they are given. Jacob protests because I make him take it into school, which makes him look clever. He is already at the top of his form – and that in itself is very difficult for him. I don't watch football, so nor does Jacob. That is also hard for him. Last year he had a tough time at school in terms of low-intensity bullying. Had he been interested in football, he would have had a lingua franca with the others in his year. I was not prepared to change, however. I don't like the attitudes in football.

TEEN COURTS

Teen courts are a unique and highly successful approach to juvenile crime. The idea was born as people grew more concerned about the rise in juvenile crime and violence. They realised that a more positive and effective alternative to the increasingly inadequate and ineffective juvenile system was needed. Also known as youth courts or peer courts, they are specialised programmes for young offenders that hold hearings in a less formal courtroom setting. As teen courts place more responsibility on the defendant than regular juvenile courts, they have proved to be popular and successful. Their success has been repeated in hundreds of communities in the USA. Teen courts operate on a voluntary basis. They are open to first-time offenders who are between 10 and 18.

The philosophy behind teen courts is that the young offender should be made to feel responsible for their criminal act. In Teen Court, defendants are judged and sentenced by their peers. Senior high school students take the roles of the prosecution, defence and jury. Facing their peers in this way means the whole process seems more relevant to teenage defendants. Instead of being tried in a municipal court and being given a fine, teens tried in the Teen Court have more time and thought devoted to their cases.

Through Teen Court, offenders, parents, victims and adult and teen volunteers all work together to create a long-lasting solution to teen crime. Teens who are eligible for teen court are referred by the municipal court. They must be given permission to attend a teen court by their parent or guardian, who is normally present during the proceedings. Offenders have normally pleaded guilty to anything from

theft to non-violent offences. Teen courts do not deal with serious offences which involve gangs or weapons. The defendant's case is heard by his peers, teens who have volunteered for the job through their high schools, and been carefully trained by adult volunteers to carry out the procedures.

Once they have heard the case, the teens on the jury sentence the defendant. The defendants are always sentenced to community service in city parks, fire departments, animal shelters, old people's homes or local government buildings. Other sentences include letters of apology to the victims, essays about their misdemeanours and jury duty in subsequent Teen Courts, too, in order to be given the opportunity to see how the court works from the point of view of those making the decisions. Attendance at educational programmes created to deal with anger management and other issues may be ordered for those who are thought to need them. The sentences are designed to make the offender think about the crime and give something back to the community. Through Teen Court, offenders learn to take their crime seriously. It teaches them to respect the authority of the court. For teens, the approval or disapproval of their peers often counts for more than the formal procedures of the conventional juvenile court, where only adults are in charge. It is a positive experience of the judicial system, one which demands, first and foremost, that defendants recognise the consequences of their actions on the community and themselves.

A major benefit of Teen Court is that, once their sentence has been carried out, offenders are free to walk away with a clean record. As well as this, it is reported that they gain an improved sense of self-esteem and are more likely to become responsible members of the community. It is hardly surprising then, that the success of Teen Courts has been overwhelming. Only 14 per cent of offenders tried in these courts reoffend, far fewer than those sentenced in the municipal courts.

POST-READING

Discuss:

- Do children want to be the same as their friends and different from their

parents?

- Should children be set high educational goals by their parents?
- How do priorities change over time?
- These people (lawyer, judge, clerk, defendant, and witness) are involved in court cases. What role do they play in a court room?

UNIT 11

LIFE MATTERS



PRE-READING

Discuss:

- What do you think the main causes of homelessness are?
- Are there many homeless people in your town/city?
- What is being done to help them?

READING

Read the texts below and explain the meanings of the words and word combinations in bold.

HOW THE BIG ISSUE CHANGED MY LIFE

We interviewed Sally Ingles, a true success story with a positive message for **homeless people** everywhere: *For a magazine that was founded over 20 years ago, what do you think it's achieved?*

Well, The Big Issue is one **charity** needing no introduction, as almost everyone is familiar with the name it's built up over the years. I think it's achieved

this because of its high standards. It's a street magazine sold by the homeless, but it's produced by professional journalists, which means the quality of articles is high. Therefore, over the years, it has continued to **engage readers**, and this is exactly why the magazine has **regular customers** who buy it again and again. The philosophy behind The Big Issue is that earning money is the key ingredient needed to help the homeless on their journey away from **poverty**. It does this by giving homeless people the opportunity to make an honest living by selling the magazine in the street to members of the public. In this way, it's helped hundreds of homeless people live independently.

How did you become homeless?

Like many who end up in this situation, my childhood was **turbulent**. My mother died when I was young and, because my father was in the army, we were constantly relocating. This meant I attended several schools and never managed to obtain any qualifications. When I finished school, I worked here and there for a while, and then at a local supermarket. However, after four years I lost my job. Little did I know that my life was going to change **drastically**. At the time I was renting a room but, without an income, I couldn't pay the rent. My dad was no longer living in the UK, so I found myself sleeping on different friends' sofas. When my options ran out, I started **sleeping rough**. Before long, I had to come to terms with the fact that I was homeless. My story is not unusual; there are hundreds of people like me, and all have a similar story of **hardship** to tell.

How did you get involved in The Big Issue?

A friend suggested it, so I called them, and it was straightforward, I attended the training and was given my first few magazines **for free**, along with a specific area in the city in which to sell them. The people at The Big Issue gave me a reassuring pat on the back and I got started. With the money I made, I bought my next batch of magazines. The idea is to buy each magazine and then sell it for double the price – and you keep the profit.

What does a day selling the magazine involve?

It's a long day. I usually work from about 7.00 a.m. to 10.00 p.m., rain or

shine. The more time you spend out there, the more copies you sell. I'm positioned outside a tube station and I try to catch the **commuters** coming into the city. I remember when I first started, and how **awkward** it was having to make the first move. People don't come to you; you have to go to them, and they're always in a hurry. Some people were rude and unpleasant, but I expected that. Mostly, if people are not interested, they pretend they haven't seen you.

How has The Big Issue affected your life?

It's hard work but, thanks to the organisation, I'm earning money, which means I have my independence and freedom back. I've been able to save up enough to attend a hairdressing course and, as soon as I'm qualified, I'll apply for a job. In the meantime, The Big Issue is helping me find more permanent accommodation through social services.

I'm really beginning to turn my life around. My self-esteem was badly damaged by the process of becoming homeless; I felt **ashamed** about where I'd ended up, and the negative image of the homeless within society only made this worse. The Big Issue helped me to rebuild my self-confidence, by providing employment and support in a non-judgemental way. As an organisation, it has done lots to publicise the issue. Seldom can the average member of society even imagine what a person on the street goes through, but it does make people more understanding towards us. I don't know if we can say it's removed the **stigma**, but it certainly challenges it. Maybe now more people realise that every homeless person has a story and deserves help.

OUT OF THE BLUE

I was twenty-two when it happened. I was riding my motorbike when a cat ran out into the street. I **braked** hard to avoid it, but landed head first on the asphalt. Unfortunately, I wasn't wearing a **helmet**. I remember the pain of the impact; after that it's all a blur. I can't **recall** a thing. A few hours later, I woke up in hospital looking up at the worried faces of my parents. I had a headache and a few **cuts and bruises**; other than that, I felt fine. However, as my eyes **adjusted** to the light of the hospital room, I noticed that everything looked as though it were tinged with pink,

green and grey.

I was sent for eye tests and was told that I had developed **tritanopia** as a result of the **accident**. It's a rare form of **colour-blindness** in which the colour blue appears greyish-green, and yellow appears pink. People with tritanopia can also have difficulty distinguishing between green and blue. I was deeply depressed by the news. I couldn't bear the thought of not seeing blue again, as it also happens to be my favourite colour. Just seeing it makes me feel calm and content.

Painting is something I do as a hobby but, after my accident, I stubbornly refused to take it up again. I thought, 'What's the point?' I could only see a limited range of colours and I knew I wouldn't enjoy it as much as I used to. So, my old set of paints were stored away and any reference to them would create an atmosphere of **tension**. My sister used all kinds of tactics to get me to paint; she **pleaded** with me, she tried to persuade me by offering gifts or treats and, when she lost her patience, she would even shout at me.

Then one day, out of the blue, she told me to get into the car and we drove out to a nearby beach. It used to be one of my favourite spots for painting. It's a stunning place with endless golden sand, deep blue waters and hills covered with thick green pine forests. I looked at the scene before me with my new **perception**. The sky and the sea were shades of green and grey, and the sand was the colour of strawberry milkshake. My sister handed me my paints and a piece of **canvas**. 'I'll be back in two hours,' she said with a smile and left. I was reluctant to begin, but finally did so, thinking it would take me one step closer to my new reality. Initially, I thought of painting the scene the way I remembered it; after all I had painted it many times before.

But I changed my mind and painted **precisely** what I saw. When my sister saw my painting, she was stunned and insisted on entering it in a local art competition. I came third, but the judges said they admired the originality of the colours. This unexpected outcome made me resume my painting.

Then one day, I woke up and the world had shifted back to full colour. It was as if my days of colour-blindness had been a dream. The doctor had mentioned that

regular colour vision could be regained at any time but I was not prepared for this abrupt change, even though it was closely followed by an intense feeling of joy. I was overwhelmed by anxiety as I worried that people would no longer appreciate my paintings. This, however, proved to be completely untrue as I have become a well-known artist. I have kept the paintings I did during that period of colour-blindness and sometimes I gaze at them and smile to myself. It is a time that has made me see the world through different eyes.

GUIDE DOGS FOR THE BLIND

Guide dogs are service or assistance dogs trained specifically to help people with a visual impairment navigate around. Apart from helping people navigate, they are a companion and provide a sense of freedom to **the visually impaired**. Not every dog is cut out to be a guide dog. They are carefully chosen for **breeding** with the sole purpose to training them to be a guide dog. Most of the guide dogs originate from a carefully planned breeding programme. Enormous focus is given to the physical health and characteristics like intelligent, good temperament, stable and willingness to work. It is a known fact that when puppies are screened, only about 70% make the cut.

The training period for a guide dog from the time of its birth is anywhere between 15–18 months. They go through two different stages in their training.

- The first stage is when the puppies spend about a year in a specific volunteer's household. They learn to abide by some particular guidelines and are exposed to different people, sounds, situations, places like railway station, shops, traffic areas as a part of their training.

- The second stage, the dogs receive a formal training at a training centre by professionals. This lasts for about 5–6 months. They are assessed at regular intervals and continuously monitored for progress.

The most popular breed of guide dog is a Labrador. However, other breeds of dogs are also used including, Golden Retrievers and German Shepherds. The breed being used often depends on the individual training school. Sometimes certain dog breeds are crossed to create a dog that has the desirable personality traits of each

breed. Labradoodles (a cross between a Labrador and a poodle) are a common crossbreed to provide guide dogs with less shedding for people who have allergies.

There are different sets of expert instructors, some specialize in training for **deaf-blind** individuals or individuals with multiple needs.

Guide dogs are taught to:

- ✓ walk centrally along the pavement without sniffing,
- ✓ walk slightly ahead of the person,
- ✓ avoid obstacles on their path,
- ✓ stop to indicate raised sidewalk and steps,
- ✓ be attentive for instructions and not turn at corners unless asked to do so,
- ✓ use their judgement to gauge the height and width so the person does not bump his/her head,
- ✓ find doors, crossings and places which are visited regularly,
- ✓ travel on all kinds of public transport,
- ✓ avoid spaces that are unsafe or narrow.

Although dogs are not color blind, their ability to see colors is limited compared to human beings. Guide dogs are trained to **assist** people but it is a misconception that they're capable to reading traffic signals. They do not understand or know when the light changes from red or yellow to green. They're trained to stop at intersections and it is their owner who must then listen to the traffic and determine when it is safe to cross the road. The owner will then instruct the dog to walk. But if the guide dog believes that walking would put the owner in harm's way it will purposely **disobey the instruction**.

Despite several **regulations** and rules prohibiting animals in restaurants and other public places, in many countries, guide dogs are allowed almost everywhere with their owner. However, there are a few exceptions to this. For example, if an assistance dog owner wanted to visit someone who was in an Intensive Care Unit at a hospital it would be reasonable for the guide dog to be denied access due to hygiene and infection control policies.

When guide dogs are wearing their harness, they know they need to work and

be well behaved. However, a guide dog can be very different when their harness is off. They can play, **socialise** and relax just like any other family dog. It's also very important to never pat someone's guide dog when it is wearing its harness as a distracted guide dog can be a safety risk for their owner who is relying on them.

Guide dogs will usually retire from work at around the age of 10 or 11. Just like any dog at this age, they will often be showing signs of ageing, such as arthritis. Sometimes a guide dog will begin to show signs it needs to be retired. Most guide dogs are very excited when they hear their **harness**. But if they begin to avoid their harness and not want to put it on, it is often a sign that they are no longer up to full working life and need to be retired.

When a guide dog retires, it will often stay with their owner, family or friends, but if this is not possible, the dog is re-homed to new owners, where the dogs can enjoy their hard earned retirement. Sometimes the dog is even able to be re-homed with the original people who raised it during its puppy years before guide dog school.

MONKEY HELPERS

Helping Hands is a **non-profit organisation** that breeds, raises and trains capuchin monkeys to provide daily assistance to people living with **spinal cord injuries**. Capuchin monkeys are native to Central and South America, but all the monkeys used by Helping Hands are born and **raised** in the United States. This species is quite small, weighing about 6–10 pounds and reaching a height of 15 inches. Their lifespan of 30–40 years allows them long careers as assistance animals. Because they are intelligent, adaptable and sociable, they make perfect partners to humans, lending a hand and offering companionship. In the same way as guide dogs provide eyes to the blind, Helping Hands monkeys provide hands to individuals with **physical disabilities**, more specifically, those who are **quadriplegic**. These people are paralysed from the neck down, as a result of an accident, injury or disease.

The monkeys are specially bred at Southwick Zoo in Massachusetts. At the age of 5–10 years, they are taken into foster homes to get used to living side by side with humans. After this, they enter Monkey College in Boston when they are

between 12 and 18 years old and **embark on their training** in earnest. During the training process, which lasts 3–4 years, each monkey masters simple everyday activities such as helping with the use of telephones, opening a bottle and setting up a drink of water, scratching an itch, and picking up a dropped object.

Throughout their training, monkeys are encouraged to complete tasks and are rewarded with praise, affection and small treats. The trainers, who sit in wheelchairs for training purposes, never threaten to use physical force. Laser pointers and simple words are the main means of guiding monkeys to carry out their tasks.

As the monkeys progress through the four distinct stages of their schooling, the training rooms gradually begin to resemble a home environment. They progress from environments with little or no distractions to rooms that contain distractions, equipment and everyday objects. Before they graduate, monkeys become skilled at working appliances such as refrigerators, music centres, televisions, DVD players and computers.

After graduation, they enter the placement programme. The first stage is the New Placement. In order to place a monkey with a disabled person, this person has to go through a thorough assessment process before staff members can recommend a particular monkey. Once they have suggested a match, the Placement Team arranges a week's training in the **recipient's home**. When a person decides to adopt a monkey helper, it is the beginning of a **lifelong partnership**. The first year is a critical stage, when monkey and human partner learn about each other's abilities and build a relationship of trust and understanding. During this period Helping Hands staff support recipients. At first daily, then weekly, they advise recipients whenever they need to ask about the monkey's diet, health and behaviour.

Once the first year is complete, the second stage of the process, the Active Placement Programme, gets under way. Staff continue to monitor the partnership. They promise to offer support to both monkey and human partners. As the monkeys still belong to Helping Hands, the organisation continues to be responsible for their welfare and reminds all its clients that it provides around-the-clock emergency phone support.

Helping Hands is able to provide these specially-trained **service animals** and their lifetime support, including all their training, food and equipment, free of charge. This is only possible because of the generosity of donors and they ask people to help them by giving whatever they can afford. When people offer to help, they are supporting Helping Hands in their promise to give a little more independence to those in great need.

In 1998, Helping Hands launched an educational programme designed to **raise awareness** among young people of the issues surrounding spinal cord injury. The programme tries to persuade young people not to take risks that could result in such injuries, as well as asking them to consider the challenges that people **suffering from** such disabilities face.

POST-READING

Discuss:

- Would you buy a magazine if you saw a homeless person selling it?
Why? / Why not?
- How do people overcome obstacles in life?
- In what ways do animals help humans?
- Do you think it's right to use animals for scientific experiments?
Why? / Why not?

UNIT 12

THE FUTURE AHEAD



PRE-READING

Discuss:

- What is the role of modern technology in human life?
- What do you know about nanotechnology? What is it?
- How do you think technology will change in Ukraine in the nearest future?

READING

- Read the texts and find the adjectives which describe future technologies. What do they mean?

A CITY OF THE FUTURE

There is a need to prepare cities for the future in order to deal with population growth. Globally, the total urban population rose from about 34% in 1960 to 54% in 2016. In Australia, it increased from 82% to 90% in the same timeframe, reaching among the highest urbanisation rates in the world, especially for a large country. Globally, the urban population is expected to rise to two-thirds by 2050. As a result, cities all over the world are planning for populations that are larger, denser and more demanding of resources than ever before. Geographically small countries, such as

Singapore, have already reached 100% urbanisation, highlighting the need to create efficient urban systems to deal with population growth. As an illustration, Singapore launched its Smart Nation initiative in 2014 to better prepare for the future.

A city of the future is admittedly a vague concept that transcends similar terms such as “smart”, “intelligent” and “sustainable” cities. However, the basic notion remains the same: given accelerating urbanisation rates across the world, cities increasingly need to become more effective in delivering basic public services, often utilising emerging technologies, to better serve its residents.

The ways that leading cities, such as Singapore and Stockholm, are innovating and using technology can offer positive examples. While the rest of the world is living in 2023, Singapore seems to be in 2123. The city’s sci-fi views perfectly depict that Singapore is targeting to become a smart nation.

People all over the world falsely consider that China, Japan, or the United States serve as the guiding light of technological progress. Yet, the most futuristic place where technological breakthroughs are as regular as London’s rainfalls is Singapore. The city-state is steadily flexing its standing as Asia’s technology capital. Singapore is truly a smart city, and here are 7 technological advancements that prove this.

Self-driving Cars

In 2016, nuTonomy (later acquired by Aptiv) became the pioneer in autonomous vehicle testing in Singapore by launching the first “robot taxis.” Although the trial was limited in scope, with only 6 vehicles tested within a 2.5-square-mile area, it paved the way for other companies to conduct their own autonomous taxi trials.

Today, in 2023, the dream of widespread autonomous taxis in Singapore is still very much alive. The city-state’s largest taxi operator, ComfortDelGro, is investing in self-driving software provider Ottopia and has partnered with Mobileye to launch self-driving taxis.

Hiring Robotic Police

Though Singapore’s crime rates are already some of the lowest in the world,

the implementation of technologies into police performance creates even more trouble for criminals. Singapore has an arsenal of smart city technologies at their disposal that make keeping people safe more efficient.

In September of 2021, Singapore conducted a three-week trial of two patrol robots (both named “Xavier”) that blasted warnings at people whenever they noticed “undesirable” social behavior. The robots were programmed to detect behavior such as smoking in prohibited areas, improperly-parked bicycles, and breaching of Covid-19 social distancing rules. The Xavier robots did not take any physical action against people beyond the warning blasts (and a glaring stare).

Police also have at their disposal the MiniX robot, a remote-controlled 4-wheel robot that detects bombs and other potential hazards at big events. The robot moves through underground tunnels at large venues, while a drone checks rooftop and high-rise areas. Both have been utilized at events like the May Day Rally, Shangri-La Dialogue, and National Day celebrations.

Smart Living in Singapore

The transformation of Singapore into a smart city is primarily driven by the Housing & Development Board’s (HDB) Smart Town Framework, introduced in 2014. This framework encompasses five key areas, including homes, and promotes the idea of a smart home for every Singaporean. The HDB encourages citizens to upgrade their homes by implementing technologies such as a utility management system.

A utilities management system not only helps you stay calm and be sure that you have turned the tap or light off, but it also allows you to lower utility bills. Smart home technologies are now advancing at the highest pace, so it’s only a matter of time before people have self-sufficient homes.

Robots Among Us

Due to the impact of Covid-19, the foreign worker population in Singapore shrunk between December 2019 and September 2021, leading the city-state to embrace robot workers as a solution. With 605 robots per 10,000 employees in the manufacturing industry, Singapore now has the second-highest number of robots

globally, only behind South Korea's 932, according to a 2021 report by the International Federation of Robotics. Robots can now be found in a wide range of settings in Singapore, including construction sites, the National Library, metro stations, and even coffee shops.

Singapore also strives to incorporate robots into the medical industry to promote its efficacy. For example, robots already dispense medication, which makes this process faster and brings down the waiting times at pharmacies.

Cashless Payments

Smart living implies comfort in every aspect of life. That's why Singapore is shifting toward a cashless payment approach to rid people of carrying cash and staying in long ATM lines. Today, Singaporeans can pay via QR codes at restaurants or retail shops using only their smartphones. Payments can be made through such bank wallet apps as NETSPay, DBS PayLah!, OCBC Pay Anyone, and UOB Mighty. In fact, with the development of cashless payments, people will steadily stop carrying any cash with them. It's expected that not only muggers will be out of business after several years but e-payments will also reduce illegal trade that relies on cash.

NANO'S BIG FUTURE

Nanotechnology has been around for two decades, but the first wave of applications is only now becoming apparent. It will affect everything, from the batteries we use to the clothes we wear, to the way we treat cancer. The main thing to know about nanotechnology is that it's small – really small. Nano, a prefix that means “dwarf” in Greek, is shorthand for nanometre, one- billionth of a metre: a distance so minute that comparing it to anything in the regular world is a bit of a joke. This comma, for instance, spans about half a million nanometres.

Nanotechnology matters because familiar materials begin to develop odd properties when they're nanosize. Tear a piece of aluminium foil into tiny strips, and it will still behave like aluminium – even after the strips have become so small that you need a microscope to see them. With nanotechnology, scientists can engineer exotic new materials, such as plastic that conducts electricity and coatings that

prevent iron from rusting. It's like you shrink a cat and keep shrinking it, and then at some point, all at once, it turns into a dog.

"Nano's going to be like the invention of plastic," says nano-scientist Paul Alivisatos. "It'll be everywhere – in the scalpels doctors use for surgery and in the fabrics we wear." Nanotechnology is already used to make stain-resistant trousers, sun cream that gives more effective cover and windows that don't need cleaning.

In the future, nanotechnology could provide a solution to the world's impending energy crisis. Nanotech pioneer Richard Smalley came up with a plan to replace old copper and aluminium power lines with wires made from carbon nanotubes. Carbon nanotubes are 50 to a 100 times stronger than steel and one sixth the weight. Rather than relying on local coal-fired power plants, cities could use energy generated by giant solar farms in deserts or by wind farms off coasts.

Researchers are also looking at ways to use nanosize sensors in water purification systems that will filter everything from bacteria to industrial pollutants. Because the chemical reactions that neutralise pollutants take place on the surface, the greater the available area, the more effective the filter. The potential impact of nanofilters is huge. Many regions in China, for example, have drinking water that contains dangerously high levels of industrial pollutants. Because nanotech applications are so potentially useful, until now safety questions have been largely ignored – questions such as whether nanoparticles could build up in the water and food chains. All aspects of nanotechnology will require comprehensive future regulation.

POST-READING

Discuss:

- What's the most important technology of today?
- What technologies will be available by the 2050s?
- What is the most important technology of the future?
- What items would you like to include in a time capsule? What information could they teach future generations?

UNIT 13

GREAT ART



PRE-READING

Discuss:

- What is art?
- Why is art important?
- Do you like art? If yes, what kind of art do you like?

READING

Read the texts below and answer the questions.

1. Where did art come from?
2. What is the difference between decorative arts and fine arts?
3. Why is folk art important?
4. What American artists do you know?
5. What are some of the most famous art movements?

ART

Making works of art is one of the oldest human activities. About 20,000 years ago Stone Age peoples painted on the walls of caves. The word “art” has many

meanings. Often it is used to describe what are more accurately called the visual arts: paintings, drawings, and sculptures. Works of art can take many different forms, from landscapes and portraits that look real to blobs of color that look like the work of young children.

Not everyone agrees about what art is. Most people think that art should appeal to both the mind and the senses. This means that the artist should have thought carefully about what to show and how to create it, and that the work of art should make the viewer think about things and also feel some emotion. Although many works of art are beautiful to look at, others are dramatic or horrific. These are all ways artists can get an emotional reaction from the viewer.

Decorative arts

When we think of art, we perhaps think of the great works of painting and sculpture created by master artists. This is what scholars and teachers call “fine art.” But fine art is only a very small fraction of the art that is made around the world. The term “decorative arts” is used to mean a kind of art that is useful as well as beautiful. Painting and sculpture – which are the fine, or major, arts – are created primarily to be looked at. Decorative objects such as cups, rugs, furniture, and even swords may be beautiful, but they also have practical uses.

At first there was little difference between fine and decorative arts. Until about the 15th century in Europe sculpture was almost always a part of architecture, and paintings were used to decorate church altars. Gradually, however, a gap developed between fine and decorative art.

The maker of decorative art objects is sometimes called an artisan. Artisans use many different materials – straw, beads, feathers, glass, and paper – and shape metals, precious stones, wood, and ivory.

In the East people did not separate art into fine and decorative or major and minor. Much of what we call decorative art was the most highly prized by Asians. In China, for example, some of the finest bronzes ever made were vessels for wine and food. They were decorated with simple carvings based on dragons, snakes, birds, and imaginary beings. In Japan lacquer (highly polished varnish) objects and figures

were greatly valued.

Folk art

Although fine and decorative arts are generally associated with education and cities, the term “folk” is often used to describe “the common people,” especially those in rural areas. Folk art is produced by people using traditional techniques passed down to them through the generations. Most folk artists learn by watching their elders; others are self-taught. Some folk art is plain and simple craftwork created for everyday use. Other works are highly decorated, specially painted or carved, usually for an important purpose, such as a religious ceremony. Throughout history, each culture has produced its own characteristic folk art.

For example, the earliest folk art in America was created by craftspeople trained in traditional woodcarving techniques. Many produced figureheads for sailing ships. A figurehead is a carved statue, usually of a woman, that adorns the bow, or front, of a ship. By the mid-1800s carvers were creating freestanding figures that were used to advertise cigars and other tobacco products. They included Native Americans, soldiers, and politicians. Other shopkeepers also began to use carved figures to advertise, while carved poles with painted stripes were used to mark barbershops.

The era of mass production

The Industrial Revolution, the period of economic growth that began in the mid-1700s, marked the start of mass-produced decorative art. The development of machines meant that millions of people could now afford to buy decorative art. However, artisans still continued to handcraft objects, combining age-old traditions with new materials and designs. By the 1900s factories were mass-producing many craft objects that had once been made by hand, such as textiles, furniture, and weather vanes.

After World War II (1939–45) technical advances, such as improved color printing in books, made great works accessible to a wider audience. Meanwhile, new school and college art courses helped more people appreciate art. Folk art remained a source of local income, but it also became a means of expression for self-taught

artists and craftspeople.

AMERICAN ARTISTS

The earliest American artists were native people who had lived in America for thousands of years before the arrival of Europeans. They created a range of beautifully painted pottery, jewelry, and carved stone and wood objects.

Beginning in the early 1600s, North America was settled by peoples from Europe. They each had their own artistic tradition; but because most settlements were English, England became the main influence on early American painting and sculpture. Because the portrait was popular in England, portrait painting became the most important type of painting in the colonies. But while English artists flattered their subjects, Americans painted more realistic likenesses. John Singleton Copley's painting of the silversmith Paul Revere, for example, shows him seated at his workbench in shirtsleeves. This was quite different from the stiffer poses favored in England.

Much colonial art was created by people who had no formal artistic training. These folk artists produced many decorative objects, including painted shop signs, wooden toys and figures, metal weather vanes, and carved tombstones. They also painted portraits that were honest and often beautiful but lacked sophistication.

Art in the 19th century

During the 1800s landscape painters began painting romantic views of the wilderness. The Hudson River School, for example, painted scenes in and around the Hudson Valley in New York. As the frontier advanced westward, artists portrayed subjects and scenes unique to the American wilderness – its wildlife, the Native Americans, and everyday life in pioneer villages.

By the end of the 1800s there was a strong interest in realism, that is, representing scenes and people with strict accuracy. Thomas Eakins' painting *The Gross Clinic* (1875), which showed a doctor performing surgery, was shocking to people of his day.

Many American artists lived in Europe, especially England and France. Two of the most famous were John Singer Sargent and James A. M. Whistler. Both

painters were influenced by Impressionism, a style developed in France in the late 1800s.

20th-century styles

Many artists were influenced by a group of early 20th-century painters known as “The Eight.” Attracted by the fast pace of big-city life, they painted the back alleys, bustling crowds, and rundown tenement buildings of America’s industrial centers. Because of their choice of subject matter this group became generally known as the “Ashcan School.”

World events caused dramatic changes in American life and also influenced American art. They included the stock market crash of 1929 and the Great Depression that followed, the arrival of large numbers of Europeans fleeing their native lands just before World War II (1939–45), and the horror and destruction of the war itself.

Postwar abstract art

After the war many painters expressed their feelings in a style called abstract expressionism. Abstract expressionist paintings usually have no recognizable subject and no familiar sense of space. They are flat and appear disorderly, yet they are often very beautiful. Their meaning may be completely understood only by the artist.

By about 1960 a new kind of realism, called pop art, had emerged. Its subjects were drawn from American popular culture – giant hamburgers, scouring pads, movie stars, and comic strip characters.

WORLD ARTISTS

World art is a series of movements. New styles develop, become popular, and stay in fashion until another style emerges, and the process starts over.

Art has changed through history. The earliest paintings, by Stone Age people, depicted the animals they hunted for food, such as bison, reindeer, and ibex.

Egyptian art

In the great civilization of ancient Egypt, which arose about 5,000 years ago, artists created images and statues to celebrate their rulers, who were believed to be

gods. When kings died, they were buried in huge tombs, called pyramids, inside which were rooms decorated with carvings and paintings of their deeds.

Egyptian art was not very realistic. The artists did not try to make their images look like real people. Later civilizations, such as those of the Cretans and the Greeks, created statues that looked more human. Most tended to be unnaturally perfect, though; there were no fat people, for example. The Romans based their culture on that of Greece, but brought more realism and character to their art.

The Roman emperor Constantine (ruled A.D. 312–337) converted his empire to Christianity. When the empire ended in the fifth century, the Germanic people who overran it took up Christianity. They turned their artistic skills to religious art.

Medieval Christian art

For nearly a thousand years most European art was related to the church. Medieval paintings and sculptures showed saints, martyrs, and scenes from the Bible. Many were placed in churches or in vast new cathedrals, which were also decorated with stained glass, mosaics, and carvings. This rich decoration reminded people of the glory of God. It was only in the early 1400s that artists became concerned with individual human beings. Creators tried to make people in their paintings or sculptures look as they did in real life. For the first time, too, people began to think that the people who created art were not just craftsmen, like carpenters or weavers. They were special people: artists. These changes were part of the process sometimes called the Renaissance. The word means “rebirth,” and it was used because artists and scholars believed that they were returning to the art produced in the past.

In the centuries after the Renaissance artists continued to try to capture what was most important and truthful about people and the world around them. They included the Italian painter Michelangelo and the Dutchman Rembrandt. Many artists tried to create “rules” about how to make a good picture and what sort of scene it should portray.

Impressionism

The next big change in the way people made art came in the mid-1800s, with

a group of French artists called the Impressionists. They thought that the subjects of their pictures were less important than the fresh, free way they applied their paint to the canvas.

The French artist Auguste Rodin is sometimes called an Impressionist even though he was a sculptor, not a painter. However, he also wanted to create surfaces that seemed alive. He transformed the art of sculpture.

At the beginning of the 20th century artists became interested in shapes and patterns for their own sake. They painted pictures as a series of angular shapes, a style called Cubism. Later artists created abstract art, which did not try to represent anything real, but instead used shape and color to arouse a reaction from the viewer.

Surrealism and pop art

In the mid-1920s a new art movement called Surrealism became popular. The Surrealists based their images on dreams and fantasy. In the 1960s many new kinds of art emerged. Pop artists made art fun and had a sharp sense of the absurd. They drew subjects from American popular culture, creating images of giant hamburgers, movie stars, and comic strip characters. Op art arranged colors and forms to create flickering effects called optical illusions. Photorealism imitates photography with detailed images. Minimal art is a kind of abstract art that uses simplified geometric forms.

Artists today experiment with all sorts of influences, materials, and techniques. There are fresh ideas in art all the time.

Other cultures

Art in the East has a separate tradition. As in the West, art has always been a record of what is most important to people. Art in Japan often reflects an appreciation for the beauty of nature. In the 1700s and 1800s Japanese artists began creating woodcuts by carving designs into pieces of wood. The designs could be covered with ink and printed many times. This cheap way of making pictures meant that even quite poor people could buy art.

In India art has almost always been religious. Artists were also interested in what the real world looked like, however. Sculptors, in particular, often portrayed

the gods as if they were living human beings.

China's art dates back to 5,000 B.C. It shows respect for tradition and reverence for nature. As well as paintings and drawings the Chinese thought that calligraphy, the art of beautiful writing was one of the most important visual arts.

POST-READING

Discuss:

Why is art important to society?

Would you like to become a famous artist? Why / Why not?

What will art be like in 100 years?

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