

**Міністерство освіти і науки України
Державний заклад «Південноукраїнський національний педагогічний
університет імені К. Д. Ушинського»**

СТРИГА Е.В.

**ACADEMIC WRITING GUIDE
FOR STUDENTS OF PEDAGOGICAL
SPECIALTIES**

ОДЕСА 2019

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Навчальний посібник побудовано на основі принципу комунікативної спрямованості, який забезпечує практичне оволодіння іноземною мовою.

Мета посібника полягає у формуванні в студентів уміння письмово висловлювати власну думку на сучасні актуальні соціальні та освітньо-виховні теми, які представлені в формі навчальних ситуацій (кейсів).

Навчальний посібник розроблено для студентів педагогічних спеціальностей, а також для широкого кола читачів, які прагнуть удосконалити навички академічного письма англійською мовою.

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Preface (Передмова)

Навчальний посібник складається трьох секцій: А, В, С. У секції А надані теоретичні основи з академічного письма англійською мовою (Academic Writing: A Guide to Tertiary Level Writing / Natilene Bowker : Massey University). У ній доведено необхідність уміння академічно правильно висловлювати думки для студентів педагогічних спеціальностей, розглянуто поради щодо переказу, парафразу, цитування, критичного аналізу у власних есе.

У секції В наведено приклади з написання есе за соціальними та психолого-педагогічними темами, які потребують осмислення та подальшої інтерпретації на письмі.

До секції С включено початкові ситуації (кейси) з аутентичного джерела Alexander L.G. For and Against. An oral practice book for advanced students of English, а також аргументи та контраргументи з приводу тієї чи іншої теми. Це спрямовує студентів до більш глибокого аналізу ситуації та її розуміння.

Також у посібнику надаються Useful expressions, Phrasal verbs list, Writing Tasks та English idioms list задля допомоги студентам під час написання есе.

Посібник спрямований на формування незалежної, аналітичної та критичної думки у студентів. Може бути використаний на заняттях з англійської мови, педагогіки та психології в межах інтегрованих навчальних курсів.

SECTION A

1. Academic Writing

1.1. Differences between Academic Writing and Other Writing Contexts

Writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary.

- In these kinds of interpersonal settings (or intrapersonal in the case of a diary record), the aim may be to communicate the events that have happened in your life to someone close to you, or to yourself.
- Opportunities abound for personal reflection.
- It is expected that in writing about these life events, you will include your personal judgments and evaluations, which may be measured by your feelings and thoughts.
- The personal stories you write in a diary or email to friends can be written down at the moment they enter your mind.
- There is no need to follow a structure, as prose on the page or the computer screen appears through freely associated ideas. Similarly, another quality of writing in personal contexts is that it is typically informal, so there is no need to adhere to structures of punctuation or grammar (although your reader may be quite appreciative if you do so).
- In these settings, it is perfectly acceptable to deploy colloquialisms, casual expressions, and abbreviations, like “that’s cool”, “by the way...”, “slacker”, and “thru”.

In contrast, academic writing does many of the things that personal writing does not. *Firstly, some kind of structure is required, such as a beginning, middle, and end.* This simple structure is typical of an essay format, as well as other assignment writing tasks, which may not have a clearly articulated structure.

- In the case of an essay, the introductory paragraph informs the reader about the nature of the topic, which is discussed and evaluated in the middle of the essay, also referred to as the body.
- The introduction may also summarize very succinctly, in a sentence or two, your position on the issue, which is then elaborated on at length in the series of paragraphs that make up the essay’s body.

- Lastly, the end paragraph constitutes a conclusion in which you may summarize the overall points made, but obviously not every single one, as there is often never the word space to do so.
- The concluding paragraph is also a good point at which to move the essay forward to touch on implications or future advancements surrounding the issues addressed.
- Another type of structure, common in university assignments is that of a report, often organized around the identification of problems or difficulties and corresponding solutions.
 - Unlike most essays, a report is divided according to clearly labelled sections, such as “Introduction”, “Discussion”, “Conclusions”, and “Recommendations”.
 - Further, unlike an essay, reports allow for bulleted points with respect to the Conclusions and Recommendations sections.

Consequently, in briefly considering the formats expected of typical university assignments, it is clear that they do follow a formal structure, which is often less clearly demarcated, if at all, in personal writing contexts.

A second difference between academic writing and other writing genres is based on the citation of published authors.

- If you make judgments about something in academic writing, there is an expectation that you will support your opinion by linking it to what a published author has previously written about the issue.
- Indeed, citing the work of other authors is central to academic writing because it shows you have read the literature, understood the ideas, and have integrated these issues and varying perspectives into the assignment task.
- The importance placed on referring to other authors in your work can be reflected in the elaborate referencing conventions that have been created within different disciplines.

Thirdly, in academic writing you should always follow rules of punctuation and grammar, especially as the end-user or consumer of your writing, unlike a friend, is likely to be very different from you and will not always know to what you are referring.

Hence, it is vital that you are clear. Punctuation as well as the conventions of grammar are universally known systems (within English speaking cultures) that maintain clarity and avoid ambiguity in expression. Interestingly though, there are other situations where you may find yourself adhering to some of the principles underlying academic writing.

- One example is writing a covering letter for an employment position, or, even, taking minutes in a meeting. On the other hand, minute-taking may focus more on

brief note-taking as opposed to fully constructed sentences furnished with marks of punctuation.

- Nevertheless, in a covering letter it would be unwise to use colloquialisms for a potential employer to read.
- Similarly, it would be to your advantage to write down your ideas using some kind of structure, even if it is ensuring that you have paragraphs that contain a distinct set of things to talk about, which then can be differentiated from another paragraph. Yet, aside from all this, there are still some features of covering letters and meeting minutes that are distinct from other aspects of academic writing.

Traditionally, academic topics have focused on abstract things, like ideas and concepts, which cannot, necessarily, be given in a concrete or physical form.

Hence, while minute-taking in meetings and covering letters for potential employers draw on physical, practical, and functional tasks, academic writing is often more likely to focus on abstract processes and relationships. Yet, despite the abstract, non-material structure of some academic topics, you may be able to borrow concrete and physically oriented words to explain these abstract ideas and the relationships between them.

- Typically, academic writing requires you to clearly describe abstract forms and their component parts, their links to other abstract forms, as well as where they are positioned in relation to a general, overall system.
- Even if you are dealing with a practically oriented topic like economics, computer science, rehabilitation, nursing, or teaching, the academic practice of learning about these things will likely require you to delve into theories, philosophies, concepts, and other abstract ideas that underlie the practical nature of the activities concerned.
- Therefore, the very nature of academic writing is also different from many practically-oriented or socially-oriented writing tasks. This is because academic writing tasks require you to look beneath the surface for underlying principles, theories, and concepts that can offer mainstream as well as alternative explanations for common practices, processes, and procedures.

1.2. Why You Should Develop Good Writing Skills

Whatever subjects you are studying, the readers of your assignments – usually the markers – need to be able to understand exactly what you are trying to say.

- Hence, in order to persuade and convince them of your argument, in which you integrate ideas from the literature to help ground your argument, it is vital that you have good communication skills.

- Generally, the only way in which to demonstrate your skill in communicating to the marker is through your writing.
 - Therefore, developing sound writing, as well as research skills, is an essential part of succeeding at university.
 - Further, developing these skills is also a fundamental aim of course co-ordinators and lecturers, and accords with the principles underlying a university education.
- Even though assignments may cause a lot of unexpected stress, they are a fact of university life. Therefore, it is worth your investment in time and commitment to develop good writing skills. In doing so, you will not only be rewarded by better grades, but also by more efficient and effective procedures in which to carry out writing tasks, both at university and in later life.

Remember ...

- Assignments allow you to come to a better understanding of the subject.
- They provide you with the opportunity to explore something in a more in-depth and analytic way.
- They allow you to become more active in your learning as well as to become responsible for your own learning.
- They are a vehicle for demonstrating your knowledge and understanding to the marker, as well as displaying your ability to reason and write academically.

However ...

- Assignments are not last minute tasks.
- They require thought and planning.
- They are activities that allow you to form your own opinions, often guided and based on the literature.
- They also require you to turn your opinions into a clearly presented argument.
- They require you to make sure your sentences are as clear as possible because written language can be easily misunderstood.

Finally, assignments are NOT just about grades – they allow you to develop and enhance your own thinking, writing, and evaluation skills, which can have spin-offs in many other aspects of your present and future life.

Do not be afraid to take your time in learning how to write good assignments. It will be worth it!

The following sections in this book have been designed to address how you can do well on an assignment and conform to an accepted standard in academic writing and structure. The first section focuses on a key feature of academic writing: showing the marker you have integrated the ideas of published authors. Before looking at this topic in depth, it is important to clarify the kinds of sources recommended to be used in university assignments.

2. Citing and Referencing

2.1. Identifying Academic Sources

The sources of information you can document in university assignments are typically those from an authority.

In an academic setting, an authority is usually someone who has been the author of published material. This material may come in the form of.....

- Books
- Journal articles
- Published reports

This kind of information is useful in that it provides evidence, which may be in the form of –

theoretical ideas,
critical evaluations,
research findings, and
scholarly opinions

– to back up the points you are making. Sometimes, these sources can be grouped into two categories: primary and secondary sources.

Primary sources relate to publicly available data, like historical documents (e.g. a transcript of oral history, interview data), raw data from an experiment. Secondary sources draw on these primary sources of data, but have been produced for public consumption in the form of a journal article or a chapter in an edited book.

You are more likely to use secondary sources in your assignments. Secondary sources differ from secondary citations, which occur when you use a reference that was cited in another source and not the original.

Academic sources of information, or evidence, differ from.....

- Your own opinions.
- Conclusions or outcomes of discussions on the issue with friends or relatives.
- A celebrity's opinion.
- Articles in popular magazines.
- Opinion columns in newspapers (as opposed to newspaper articles).

You can certainly draw on these materials for ideas to be developed in your assignment, but do not use them as sources of evidence, unless requested to in the

assignment instructions. Having identified acceptable academic sources, the next section considers how to integrate these sources into your writing.

2.2. Author Citation Tips

- There is no rule concerning which citation method – whether citing authors in the body of a sentence or in brackets – is best. Either method is fine. However, it is always useful for the reader to provide variety when citing authors in your assignment. So, try to alternate between these two methods.
- To avoid relying on the same verbs when introducing authors into your sentence, as in the case of “McDonald (1992) says...” or “Anderson (2003) states...”, a list of verbs is provided to add variety to your sentence embedded citations.

agrees

asserts

believes

claims

comments; concedes that

challenges; concludes; compares

defines; delves deeper

describes

examines; explains; explores; echoes

feels; felt that

focuses on

goes further

holds that

insists; includes; identifies

is clear that; was clear on

maintains; mentions

notes

observes

points out; points to

prefers; poses

provides evidence

qualifies

recalls; recounts

refers to

reminds; responds

reports; reveals

says; sees

shows

speaks of

states; suggests

summarizes; supports

tells; tells of

touches on

verifies

writes that

- If there are two or more authors with the same surname, regardless of year of publication, include their first initials to distinguish the publications.
- If there are two or more publications written by the same author in the same year, then add the letter “a” immediately after the year of the first publication mentioned in the text, and add the letter “b” after the second, and so on.
- When stating the same author twice in a single paragraph, the year only needs mentioning the first time in the paragraph (unless it could be confused with another reference, such as in the case of publications written by the same author in the same year).
- For works of six or more authors, for all citations, including the first, include the first author’s surname followed by “et al.”
- In the case of secondary citations, that is when a source you are using cites someone else’s work – which is the work you want to include, but you do not have access to the original document – it is important to acknowledge both the original source and the source you have access to. When documenting both sources in brackets, use “as cited in” before the secondary source.
- When citing a publication written by three to five authors, for the first text citation, include all names. On subsequent citations, state the first author followed by “et al.”, which is a Latin abbreviation for “et als”, meaning “and others”.
- On occasion, you may be in a situation where an expert, such as a lecturer, or a consultant working within an organization, communicates a point, which happens to be relevant to your assignment. This point may have been communicated in an email, in face-to-face communication, or via a telephone conversation.

In such cases, the information can still be included in your assignment as a personal communication, although only include these in your assignments if absolutely necessary.

2.2.1. Putting Authors’ Ideas into Your Own Words

It is important to be able to explain the ideas of authors in your own words because this shows you understand the concepts and opinions. It does take some skill to alter the form in which information appears without significantly changing the meaning of that information. You may find though that, with practice, it becomes easier. Dictionaries and thesauruses are useful starting points for putting authors' ideas into your words.

Indeed, the more word resources you have at your fingertips, the greater flexibility you have in reshaping the words of others, while still retaining as much of the original meaning as possible. There are two approaches to putting authors' ideas into your own words: summarizing and paraphrasing. Summarizing will be dealt with first, followed by paraphrasing.

2.2.2. Summarizing

Summarizing involves selecting out some key features and then using those to create a shortened version of the author's prose. Of course, in your assignment, you need to ensure that there is enough difference in form between the original version and your own summarized version. This may be achieved by simplifying the ideas, as well as using a different sentence structure or sentence order to present those ideas.

Secondly, the very selection of ideas from the total pool available within the original version has also contributed to the difference between my version and the author's version. For instance, you will notice that I have not focused on the meaning contained in the first sentence about children spending much of their "daily lives in school." Instead I have summarized the ideas contained in the last two sentences. Yet, at the same time, I have omitted specific details within the second sentence, such as "the community", and interpreting academic in the "widest possible" sense. Further, instead of allocating a whole sentence to the point that "schools provide the setting in which such learning takes place", I have condensed this idea and merged it with the ideas in the second sentence, as evident in "schools are places for children to..."

Thirdly, difference from the original version has also been created through the order in which the ideas are presented. For example, in Leyden's version, she mentions the academic focus of learning first, followed by a broader context of issues which children also learn about while they are at school. In contrast, my version presents the broader context of issues first followed by the academic focus of learning.

Consequently, when summarizing the ideas of authors, you can use several techniques. Firstly, you can identify some key words and link these with other

words to create a different combination. Secondly, you can be selective about the specific ideas you choose to adopt, while leaving out others. In this way, you are actively summarizing the information. Finally, by reordering the ideas in your own framework, you are also creating a distinction between your version and the author's. All this can be achieved without significantly altering the meaning of the information. Many of these techniques can also be applied to the strategy of paraphrasing authors' ideas.

2.2.3 Paraphrasing

Before you begin to paraphrase, it is **REALLY IMPORTANT** to build-up your **OWN IDEA** of the information or try to develop a picture in your mind, and then use this as a model to help **FRAME** or **GUIDE** your paraphrase of the author's idea.

Paraphrasing means to restate information using different words. Unlike summarizing though, paraphrasing focuses less on shortening and condensing the information. Paraphrasing aims to rewrite the information by drawing on different words and phrases.

Examples

“Children spend a very large proportion of their daily lives in school. They go there to learn, not only in a narrow academic sense, but in the widest possible interpretation of the word – about themselves, about being a person within a group of others, about the community in which they live, and about the world around them. Schools provide the setting in which such learning takes place.”

Leyden, S. (1985). *Helping the child of exceptional ability*. London: Croom Helm, page 38.

Paraphrasing

Author citation in the body of the sentence

As Leyden (1985) points out, schools are places where children spend a significant amount of time. Beyond merely going to school to learn academic information, Leyden argues that learning occurs within a far wider context as children also learn about who they are, by being in groups, their local community, as well as the wider world which surrounds them. Hence, schools offer the settings to facilitate children's learning about a great many things.

Author citation in brackets

Schools are places where children spend a significant amount of time (Leyden, 1985). Beyond merely going to school to learn academic information, learning occurs within a far wider context as children also learn about who they are, by being in groups, their local community, as well as the wider world which

surrounds them (Leyden). Hence, schools offer the settings to facilitate children’s learning about a great many things.

You will notice that in the paraphrased examples above, the version I have created is very detailed, compared to the one-sentence, summarized version. The paraphrased version rewrites each of the three sentences that make up the original version from Leyden. Further, **it relies on a few more of the key words** Leyden uses, such as *schools, children, academic, learn, spend, groups, community, world, them, setting(s), and learning.*

A second difference between the summarized version and the paraphrased one is that the same order of ideas is retained in the paraphrased version. For instance, unlike the summarized version, the paraphrased one mentions the academic focus of learning first, followed by a broader context of issues which children also learn about while they are at school. Moreover, the paraphrased version also represents more closely the specific points addressed by Leyden. In contrast, the summarized version presents a very general representation of the ideas, while leaving out specific aspects. However, the paraphrased version does have at least one thing in common with the summarized version.

Indeed, **the paraphrased example integrates many other words and phrases not used by Leyden to get across Leyden’s message.** Further, even though the order, in which these ideas are presented, is the same as Leyden’s order, the choice of phrases is significantly different. For example, while Leyden refers to learning “not only in a narrow academic sense, but in the widest possible interpretation of the word – about themselves...”, the paraphrased version refers to the same idea in terms of the following: “beyond merely going to school to learn academic information, learning occurs within a far wider context as children also learn about who they are...”

Copying and Changing a Few Words – Not Paraphrasing!

As already highlighted, it is vital that you create enough distinction between your paraphrased version and the author’s version. Commonly, however, many students do not make enough of a difference between their words and the author’s. In some cases, for instance, they may copy large phrases from the original, and only change a few words.

Example

“**Capital** represents human creations that are used in the production of goods and services. We often distinguish between human capital and physical capital. *Human capital* consists of the knowledge and skills people develop (through education and formal or on-the-job training) that enhance their ability to produce,

such as the taxi driver's knowledge of the city's streets or the surgeon's knowledge of the human body. *Physical capital* consists of buildings, machinery, tools, and other manufactured items that are used to produce goods and services. Physical capital includes the driver's cab, the surgeon's scalpel, the ten-ton press used to print Newsweek, and the building where your economics class meets."

McEachern, W.A. (1991). *Economics: A contemporary introduction* (2nd ed.). Cincinnati, OH: South-Western, page 3.

Copying and changing a few words – Unacceptable paraphrasing

Capital signifies human products that are utilized in the creation of goods and services (McEachern, 1991). Human capital comprises knowledge and skills that people develop (through education and on-the-job training) to enhance their capacity to produce. In contrast, physical capital comprises buildings, machinery, tools, and other manufactured items that are utilized to produce goods and services (McEachern).

The above example demonstrates what **NOT** to do when paraphrasing an author's ideas. Although acknowledgement of the author is made in the bracketed citations, this is not enough to distinguish the author's version from your own version. You also need to ensure that the phrasing is sufficiently different. The paraphrased version has only substituted individual words, as follows:

represents = signifies

creations = products

production = creation

ability = capacity

used = utilized

consist of = comprises

This leaves the structure of the original version intact. Although most of the examples have been excluded, the sentence structure is exactly the same as the author's. Including linking phrases, like "In contrast", on their own do not adequately restate the author's idea. The whole passage needs to be restated in different words to meet the requirements of paraphrasing. The example below demonstrates this.

Example

"**Capital** represents human creations that are used in the production of goods and services. We often distinguish between human capital and physical capital. *Human capital* consists of the knowledge and skills people develop (through education and formal or on-the-job training) that enhance their ability to produce, such as the taxi driver's knowledge of the city's streets or the surgeon's knowledge

of the human body. Physical capital consists of buildings, machinery, tools, and other manufactured items that are used to produce goods and services. Physical capital includes the driver's cab, the surgeon's scalpel, the ten-ton press used to print Newsweek, and the building where your economics class meets." McEachern, W.A. (1991). *Economics: A contemporary introduction* (2nd ed.). Cincinnati, OH: South- Western, page 3.

Acceptable Paraphrasing

Capital is an economic concept referring to the things humans make, which are then used "in the production of goods and services" (McEachern, 1991, p. 3). This broad concept can be divided into human as well as physical capital, as McEachern illustrates. Indeed, human capital focuses on the products pertaining to individuals' skills and expertise, which function to improve individuals' production capacity. This type of capital can be gained through some form of education and/or training. In contrast, physical capital involves the kinds of tools and equipment, including buildings that are central to providing goods and services.

Things to Note about Acceptable Paraphrasing

You will notice that in the example above I have constructed a number of things to create some difference between the original and my paraphrased version.

1. I have crafted capital as "an economic concept". Hence – even at the basic word level – I have drawn on my own understanding to help guide the process of rewriting the author's idea.
2. Instead of distinguishing between two types of capital, as the original version does, I have talked about this in terms of dividing the "broad concept" of capital into two. Similarly, as in the point above, I have reframed the author's words within my own framework of understanding to help guide my rewriting of the author's idea.
3. Linking words at the beginning of sentences have been used to help with my flow of writing, such as "Indeed", and "In contrast".
4. Rather than defining human and physical capital in terms of "consists of...", "human capital focuses on..." and "physical capital involves..." have been applied. Similarly, instead of talking about human capital as enhancing people's ability, I have rephrased this as "function[ing] to improve..." Likewise, "central to the production of..." has replaced "used to produce". Hence, I have tried to draw on phrases I am more familiar with to express the author's ideas.
5. Individual words have also been replaced by other words, such as "things humans make" for "human creations", and "individuals" instead of "people".

Again, at the level of individual words, I have repackaged the information within my own framework of understanding.

6. Acknowledgement of the author's ideas are made with two references provided in the paraphrase – one in brackets and another embedded in the body of a sentence.

When to Retain SOME of the Original Features

Sometimes with paraphrasing, there may be a need to retain **some** of the features of the original. For instance, you will notice that I relied on the author's phrasing for "in the production of goods and services" because it was difficult to restate this in different words. However, the author's words are acknowledged, as evident by the quotation marks around the quoted material, in addition to the author's name, year of publication, and page number where the quote is located. Specific details about quoting authors' ideas are provided in a later section

In addition to using a quotation, a few phrases have been retained from the original, including "physical capital" and "human capital". This is because these phrases are **recognized terms** used within the economics field, and are not specific to the author's usage. More importantly, "physical capital" and "human capital" are the names of concepts, which cannot be changed. Similarly, I have retained the phrase "goods and services" because it is a recognized term, commonly applied in many other contexts beyond an academic setting. Consequently, I felt it was not necessary to use quotation marks around such terms. However, if you are in doubt, it is always best to exercise caution by acknowledging the source and applying quotation marks. Better still, try to restate the idea in your own words. Putting authors' ideas in **YOUR WORDS** is likely to be the **SKILL** you will use **MOST** when writing university assignments. It's worth investing time to develop this **SKILL**.

2.2.4. Verb List for Academic Writing for Putting Authors' Ideas into Your Own Words

The key to developing the skill of restating other people's ideas in your own words is to develop your own repertoire of words that can be used in academic writing. What follows is a list of verbs organized in different groups, because of their similarity in meaning, which can be integrated into your writing. These words may assist when summarizing authors' ideas. They may also be helpful when paraphrasing appropriately the words of other authors. There is room to add your own words to each group:

articulate, comment, mention, maintain, note, point out, say, state, suggest,
 indicate, refer,...
 hypothesise, predict, theorise, conceptualise, understand, demonstrate, show,
 convey, portray, support,...
 substantiate, corroborate, verify, confirm.....
 investigate, research, experiment, conduct, administer, observe,
 acknowledge, assert, claim, ...
 argue, challenge, compare, contradict, contrast, counteract, debate, defend, refute,
 hold,
 comprise, consist, constitute, embody, characterize, define, identify, recognize,
 diagnose, ...
 create, construct, develop, generate, produce, evolve, manufacture,
 synthesize, coordinate, cooperate, correspond, collaborate, contribute, share, ...
 reveal, conceal,
 analyze, examine, evaluate, scrutinize, criticize, ...
 report, record, collect, collate, categorize, document, ...
 differentiate, deviate, distinguish, divide, separate, ...
 access, utilize, deploy, adopt, practise, ...
 strengthen, increase, expand, weaken, reduce, decrease, contract, condense,
 convince, compel, justify, explain, clarify, reason, account, ...
 signify, highlight, specify, specialize, symbolize, ...
 accumulate, calculate, maximize, minimize, formulate, ...
 relate, connect, link, associate, correlate, ...
 exclude, include, situate, locate, place, ...
 condemn, deny, decline, negate, ...
 dominate, segregate, subordinate, ...
 affect, influence, transform, ...
 conclude, summarize, ...

2.2.5. Changing the Sentence Structure and Form

In addition to building up your repertoire of academic words, another method for creating difference between the author's version and your version is by altering the structure in which information is presented. The following strategies identify a variety of techniques for altering sentence structures.

1. Try to repackage the idea using the following sentence starters:

This concept is about...

This idea is organized around...

This issue focuses on / involves / integrates / highlights / illustrates....

This means...

It is comprised of... / constitutes...

A central feature underlying this concept is...

This functions to... / serves to... / works to...

2. Change the order in which the items or events are placed.

3. Consult with a thesaurus for ideas on how to say things differently. As an example, Collins Essential English

Thesaurus may be a useful resource.

4. Draw on different linking words and phrases to begin sentences as well as to link different ideas within the same sentence, such as the following:

Being specific

In particular.... Regarding... With respect to...

In relation to... More specifically... In terms of...

Especially, ...

Giving an example

For instance, ... For example, ... This can be illustrated by...

...namely,such as...

Clarifying

In other words, ... Basically,namely, ...

Introducing parallels

Simultaneously, ... At the same time, ... Equally, ...

Concurrently, ...

Mentioning a common point

Traditionally, ... Typically, ... Conventionally, ...

Commonly, ... Often, ...

Acknowledging something and moving onto a different point

Although... Even though... Despite...

Notwithstanding...

Following a line of reasoning

Therefore, ... Hence, ... Consequently, ...

Subsequently, ... As a result, ... Accordingly, ...

As a corollary, ... As a consequence, ... To this end, ...

3. ESSAY

3.1. Write your essay

Remember, writing often does not come easily. Be patient and start with getting your ideas down on paper. After the first draft, you can work on refining

them. If you have already made summaries and notes, the process of writing your essay may be easier. However, if you are having difficulty, **try writing some headings** that are relevant to the essay topic – perhaps they summarize each of the main points you want to make – or perhaps they are just words that have some relevance to the topic. Under each heading start summarizing information from one book or study guide reading. Suspend the need to connect your writing to other readings or parts of the essay. Just write. Trying to control the way your essay will look and its structure early on can waste time because, as you write more and read more, you end up developing groups of information that you can link together due to similar features they have in common. However, doing this at the beginning is difficult as you cannot see the overall picture since you are just starting out and your knowledge of the essay topic has not had sufficient time to develop. Uncertainty at the beginning is perfectly acceptable and normal. Once you are more familiar with the issues, it becomes easier to work out the main themes or sections and even the order to place them. What is important though is writing down information in your own words, so that you have something to show at the end of your reading and analysis.

3.2. Thesis-led essay

Opening paragraph

- Introduce topic
- Provide background information

Middle paragraph

- Analyse evidence
- Start a new paragraph for each example illustrating your thesis or point of view
- Give reasons/evidences to illustrate your views

Closing paragraph

- Summarise main points
- State your overall conclusion

4. CRITICAL THINKING

Another defining feature of academic writing is evidence of some critical thinking. Although being critical is one of the most difficult and elusive aspects of academic writing, it is a feature that can gain high rewards. Indeed, critiquing theories, arguments, and evidence often gains significant marks in assignments. It

is important to be able to develop some critical thinking skills and to communicate these in your writing.

4.1. What Does “Being Critical” Really Mean?

Firstly, let’s identify some concerns surrounding the practice of being critical.

1. It is common for those beginning their journey into academic writing to take the view that being critical is all about picking out the negative or weak aspects of a process or theory. This may lead to unnecessary feelings of tension when being assigned the task of criticizing a system that may have many useful attributes.
2. Secondly, the practice of criticizing something that has already been decided upon and implemented may seem futile because of the lack of short and long-term application.
3. Thirdly, being assigned the task of criticizing the work of an esteemed author may appear to be an unreasonable demand because of the lack of knowledge and experience encountered by someone entering a discipline for the first time.
4. Finally, the fact that the author has had their work published means that whatever information they have written has already undergone a rigid process of change and evaluation, thereby rendering the student’s own criticisms as unnecessary and without substance, or application. However, all of these criticisms fail to take into account the fundamental purpose of academic writing. The central task of academic writing is to demonstrate to the marker that you have thoroughly engaged with the ideas and interpretations of academic experts. This process is not (always) about reaching a definitive or absolute answer or conclusion to an issue. Rather, it is about joining in a broader academic debate about the pros and cons, advantages and disadvantages, or strengths and weaknesses surrounding a particular issue. In demonstrating that you have engaged with the literature, using a level of analysis that incorporates some degree of evaluation is an effective method for presenting your engagement with the literature. Being critical is at the heart of this high-powered analysis or evaluation. Indeed, evaluation is a useful way of understanding the work involved in being critical in your writing, even to the point of providing an apt synonym for the word “critical”. In terms of addressing the original criticisms involved in being critical, mentioned in the first paragraph of this section, are to respond with the following points.

1. Firstly, even when you agree with a process, in which you are required to carry out some critical analysis on, you can still highlight how it could be improved upon, and in so doing, identify areas of weakness. Furthermore, being critical encompasses not only the identification of weaknesses, but also strengths. Indeed, pointing out the benefits and particular advantages of a system also demonstrates a

level of evaluation and critical thinking because you are having to make a judgment about the usefulness of a system. This is likely to involve comparing the strengths of one system with another, thereby, contributing to a more in-depth level of analysis.

2. Secondly, the practice of being critical is about showing the marker that you have read widely and understood different interpretations and points of view, even if there will never be any application of your discussion and findings.

3. Thirdly, despite being a potential novice within a discipline, reading widely and drawing on the criticisms of other authors (with acknowledgement of your sources) will provide you with the skills and knowledge to competently evaluate the workings and ideas of experts.

4. Finally, try not to overestimate the value and certainty of any one theory or point of view, because it is highly unlikely that a single organization or person can ever totally account for the entire conglomeration of circumstances, positions, and interpretations within their belief system, which has been shaped at a particular point in time. Included within the practice of being critical, we have already highlighted the concept of evaluation. However, in addition to this, the notions of refutation and justification are also worthy of mention. When you participate in the practice of evaluation, you may also enter the domain of refutation, which is about raising counterevidence for the purpose of highlighting its weaknesses. This is a powerful strategy in arguing because it shows that you are mindful of the opposition's point of view, but you are also astute enough to evaluate the evidence on its merits, thereby conceding to its strengths as well as confirming weaknesses. In other words, if you provide both sides of a debate, this functions to demonstrate balance and lack of bias, leading to a carefully considered evaluation and outcome. In the process of carrying out this evaluation, you are also working to justify your overall position more persuasively. By presenting counter points of view and then minimizing them, your position is strengthened. This whole procedure offers a more solid and thorough analytic foundation on which to base and therefore, justify, your point of view. Consequently, being critical also functions as a means of justifying your overall position and conclusion(s). Ultimately, this practice of being critical offers the marker a scholarly context in which to make an informed opinion.

4.2. What is Available for Critique

Nothing goes untouched when it comes to carrying out a critique. For instance, you can start with the very topic addressed by the authors and whether or not it appropriately deals with the concerns and issues that need to be discussed

within a wider social, cultural, and/or political context. It may be that the authors have developed their topic of focus from a particular position, which neglects other, more pressing issues. In fact, the authors may have failed to consider an important component because of the potential difficulties surrounding access or measurement. Nevertheless, they still could have negotiated these difficulties or, at least, justified why they chose not to pursue them.

In addition to critiquing the nature of the topic chosen, you can also consider alternative ways of analyzing the issue. In particular, the authors may have decided to adopt a quantitative approach to their investigation. This in itself upholds particular beliefs and assumptions, which may function to neglect other ways of understanding an issue. Alternatively, the authors may have chosen a qualitative approach, which may present limitations in areas such as measurement, validity, and reliability, depending on the particular philosophical position you choose to support. Beyond the method of analysis and topic, you can consider how accurately the data has been interpreted. There may have been broad generalizations which have little bearing on what actually happens in real life. Secondly, alternative explanations could have been drawn from some aspects of the data, yet these were not mentioned by the authors. Thirdly, interpretations may not fit well with the theoretical underpinnings explained at the beginning. Moreover, problems with interpretation may result from poorly designed and inaccurate data collection where potential for misrepresentation and carelessness are high. The type of argument used to support the author's philosophical position may present another area for critique. For instance, the argument may not be rigorous enough to dissuade you from alternative explanations. Further, you may have identified better arguments in support of the same idea in other readings. Finally, the type of philosophical approach underlying the work can be made available for critique. In this we mean you can focus on the weaknesses or gaps that the philosophical approach does not address. This can be achieved by identifying the points addressed in other relevant philosophical positions, and then demonstrating how these points are not covered by the author's philosophical approach, followed by the potential outcomes gained if another philosophical approach had been utilized.

4.3. Steps for Developing Critical Thought

- Make up a list of the strengths and weaknesses or limitations surrounding a topic.
- Consider the advantages and disadvantages pertaining to an issue.
- Write down the costs and benefits of a solution or outcome.
- Carry out a SWOT (strengths, weaknesses, opportunities, threats) analysis.

- Carry out a PESTLE (political, economic, sociological, technological, legal, environmental) analysis. For example, consider the political implications at local, national, and international borders; evaluate the economic impact of a system globally and locally; identify the system's effect(s) on society; overview the impact of technological change; highlight the legal consequences nationally and internationally; and identify the issue's environmental impact globally and locally.
- Question.....Is the argument based on factual evidence that can be proven, or is it merely constructed around biased opinion?
- Does the theory come from only one perspective?
- Look at the topic from different angles. Imagine yourself in the role of someone occupying a different social identity (a woman, man, elderly citizen, greenie, artist, activist, chief executive, politician), and ponder the pros and cons surrounding the topic from this other perspective, as well as the gaps in the topic which neglect your needs and concerns.
- What are the issues at stake for the author? What political motivations are involved? Are there political motivations?
- Does the author provide an inclusive range of options?
- Is the evidence convincing?
- Is the theory logically presented? Does the theory explain all of the outcomes and processes?
- How old is the study/investigation/research? Has any other research disproved or disagreed with the conclusions drawn?
- How many participants were included? Were they students? Did participants come from different cultural backgrounds or did they reflect one cultural group? How old were participants? Were there equal numbers of males and females?
- Could another researcher repeat the methods used and have a reasonable chance of getting the same or similar results?
- Are limitations of the research or theory acknowledged?
- Are there competing theories which offer better explanations?
- Are there more effective, more scientific c, more reliable, more cultural sensitive, more ecologically valid, or more practical methods that the researchers could have used?

4.4. Organizing Your Critique

Once you have researched and gathered together relevant points to support your critique, it is timely to give some thought to the way this material will be organized and packaged in your writing. The key at this stage is to consider the most convincing order in which to present your material. For instance, if you have

4 points that support your critique and 3 points that dispute your critique, would it be better to present your supporting points first or last? Here are some suggestions for different ways to order your argument.

Supporting points first followed by opposition's points

The advantage with this strategy is that your points are given primacy, and you begin your argument on a strong footing. This structure also allows you to mention the strength of your point of view twice: once at the beginning, and a second time when you minimize the criticisms against your points, thereby reinforcing the strengths of your own position. The disadvantage of this approach is that you may come across with a weak argument, because you end your writing with a defence of your position against opposing points. Secondly, when mentioning the opposition's points, this may function to in turn undermine your own points, which leads to your argument coming off less persuasively.

Opposition's points first followed by supporting points

Although there may be less opportunity to reinforce the strength of your position twice, your argument may come across more strongly because first mention of your position occurs for the direct purpose of undermining the opposition's point of view. The final information accessed by the reader constitutes the strength of your position.

Individual points debated

In this structure, each point from the opposition is responded to separately. The advantage of this structure is that it removes any back-tracking in details because each for and against issue is dealt with at the same time.

Most central to least central

Within this structure, the focus is on the particular order in which to present each of your supporting points. In this case, the most central of your supporting points is mentioned first. The advantage is that this makes your argument convincing and persuasive from the beginning.

Least central to most central

Within this structure, the focus is on the particular order in which to present each of your supporting points. In this case, the least central of your supporting points is mentioned first. The advantage is that the last point accessed by the reader is the strongest of all the points made. Due to the fact that this is the final piece of information that the reader is likely to receive, such information is likely to remain in the reader's mind for a longer period, which may, therefore, lead to greater recall and greater primacy in the reader's thoughts. In summary, ... being critical in your writing is about not just accepting what others argue for and conclude. It is about a carefully considered evaluation. It should be justifiable, that is, you should be able to support your critique with evidence, and it should also be balanced – so

you can mention the pros as well as the cons. Often, it is difficult to feel experienced enough to be able to provide a critique of someone's work. A useful tip is to locate a (literature) review of the issue you have to critique and draw on the criticisms mentioned in the review, of course with acknowledgement of your source(s).

4.5. Hierarchy in Assessment Tasks

Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) conducted an in-depth analysis of the types of educational objectives embedded in tests and exams that are constructed by academics. Their analysis revealed a series of categories that different test questions may fall into for testing students' competence as follows: knowledge, comprehension, application, analysis, synthesis, and evaluation. While the categories are central to tests and exams, they can also be useful to keep in mind when answering assignments.

- **Knowledge** – this represents a basic level of competence expected in assessment through the recalling, naming, and identifying of facts, theories, and concepts.
- **Comprehension** – this is fundamental to answering any test, exam, and written assessment because it is about the demonstration of understanding, which goes beyond mere recall and identification. Comprehension is likely to involve the following:
 - Thoroughly explaining the subtle and not so subtle features.
 - Making links with other ideas and concepts.
 - Summarizing main points/features.
 - Suggesting reasons or causal factors.
 - Interpreting information may also be involved. This may be achieved by comparing and contrasting with other similar and different information to highlight the significance or insignificance of the information in question.
- **Application** – this level requires –
 - In-depth knowledge and understanding of information to the point that the knowledge can then be transported and incorporated into a new context outside of the current contexts in which the information has been presented in the course.
 - The ability to show how academic concepts have real world value and utility. Application may be awarded more marks, than say the previous level, because it involves having a good grasp of the concepts and details beyond an academic context to the point of being able to understand and apply information to innovative and real world situations.

• **Analysis** – this integrates many of the levels already covered in terms of identifying relevant and applicable knowledge, and providing a thorough explanation of how this knowledge operates within a particular context. Analysis is central to any substantial piece of academic work because it involves:

- breaking something down;
- examining its component parts separately as well as how these parts operate within a whole;
- generally looking at an issue from different angles.

Analysis has similarities with comprehension as:

- a thorough explanation of features,
- making links with other ideas and concepts,
- summarizing main points/features, and
- suggesting reasons or causal factors are all activities required in carrying out an in-depth investigation, or, in other words, an analysis of a topic. The application of a particular procedure or process to be used in the analysis may also be relevant. Due to the fact that the analysis category includes so many of the features mentioned under the previous educational levels, it is likely that this category will be worth more marks than the other levels mentioned so far.

• **Synthesis** – this is one of the most difficult educational objectives or levels, and, as such, is likely to be awarded more marks than earlier objectives. Synthesis involves the creation of new ideas from old ones. This can be achieved by combining and integrating different concepts, theories, and research under a new focus. Typically, synthesis may consist of finding ways to link diverse ideas or developing a broader, overarching theme to group together distinct pieces of information. The reformulation involved in synthesis leads to drawing conclusions about what has come before.

• **Evaluation** – this is the highest educational objective identified by Bloom et al. (1956). More than any other objective, evaluation involves making a judgment about the value of something and backing up that decision with evidence. Such a process is likely to incorporate:

- each of the previous objectives, and
- perhaps an emphasis on analysis, and
- comparing and contrasting with other similar and different information to highlight the significance or insignificance of the information in question.

5. OTHER USEFUL TIPS

5.1. *Parts of Speech*

Nouns Nouns name something. A proper noun names a particular person, place, or thing. A common noun names a general class of things.

Examples

stone, tree, house, George, America, California, committee, herd, navy

Pronouns Pronouns stand in for nouns. The noun a pronoun represents is called its antecedent.

Examples

I, you, he, she, it, we, they, you, who, which, that, what, this, these, those, such, one, any, each, few, some, anyone, everyone, somebody, each, another.

Verbs Verbs express actions or a state of being.

Examples

hit, run, walk, meditate, is, are, sing

Adjectives Adjectives describe nouns or pronouns.

Examples

green, beautiful, fat

Adverbs Adverbs describe verbs, adjectives, or other adverbs.

Examples

slightly, after

Prepositions Prepositions link nouns or pronouns to another word in the sentence.

Examples

by, from, for

Conjunctions Conjunctions join words, phrases, and clauses.

Examples

and, but, or, yet, since, because

Interjections Interjections interrupt the usual flow of the sentence to emphasize feelings.

Examples

oh, ouch, alas

5.2. *Common Errors in Grammar and Punctuation*

Before you hand in any piece of writing, use this list to make any necessary corrections. Remember that the grammar checker on your computer may help you, but it can mislead you.

Incomplete sentences

1. Using the *-ing* for a verb as a complete verb.

x He being the most capable student in the class.

Correction: either change *being* to *is* or use a comma to attach the whole phrase to a complete sentence.

2. Punctuating a dependent clause as though it were a complete sentence.

x Even if it has a capital letter and a full stop.

x Which is why I always carry an umbrella.

Correction: Join the whole phrase onto a complete sentence; commas may be needed, depending on which part of the sentence the phrase is attached to.

Lack of agreement

3. Using a plural verb for a singular subject (or vice versa).

x One of the most widespread trends have been increased advertising by tertiary institutions.

Correction: change *have* to *has* (*one....has*, not *one.....have*).

x The College of Education are located on the Hokowhitu site in Palmerston North.

Correction: even though the college is made up of a large number of people, the college itself is singular

(“The College of Education is....”)

4. Using a pronoun that does not agree in number or gender with the noun to which it refers (its antecedent).

x Each university has to keep within their budget.

Correction: change the pronoun *their* to *its* because *each university* (the antecedent) is singular (as the verb *has* indicates).

Inconsistency

5. Inconsistent tenses.

x The sun was shining brightly, but the temperature is quite cold.

Correction: put both verbs (*was shining* and *is*) in the present or the past tense.

6. Faulty parallels.

x Children enjoy painting, drawing, and to make things.

Correction: change to *make* to *making* so that it matches *painting* and *drawing*.

This mistake is often made in bulleted lists.

Joining sentences incorrectly

7. Running two sentences together (a run-on sentence).

x This is my last assignment I only have to sit the exam now.

Correction: put a semicolon or a full stop after *assignment*.

8. Joining (“splicing”) two complete sentences with only a comma (a comma splice)

x My first essay was not very good, this one is much better.

Correction: either put in a conjunction like *but* after the comma, or place a semicolon or full stop after *good*.

9. **Using an adverb** (Such as *consequently, hence, however, meanwhile, moreover, nevertheless, otherwise, or therefore*) **instead of a conjunction** (such as *and, although, as because, but, if, unless, until, when, whereas, or while*) **to join two sentences (also a comma splice).**

x Some students earn high marks for internal assessment, however they do not always do so well in exams .

Correction: change the comma before *however* to a semicolon or a full stop.

10. **Omitting the comma when two sentences are joined by a co-ordinating conjunction** (*and, but, for, nor, or, so, or yet*).

x The academic year used to be only two semesters long but it is increasingly extended to three.

Correction: insert a comma before a co-ordinating conjunction like *but* when it links two complete sentences (the comma is sometimes omitted in a short sentence).

Inaccurate embedding

11. **Omitting the comma after an introductory word or phrase at the beginning of a sentence.**

x However appropriate commas make meaning clearer.

Correction: add a comma after *However*.

12. **Omitting one of the commas when a pair of commas is needed.**

x At the end of the semester, when the lectures are over students have to sit exams.

Correction: the phrase *when the lectures are over* needs a comma at each end because it is an embedding and not a part of the main sentence structure.

Adding unnecessary commas

13. **Placing a single comma between the subject and the verb of a sentence.**

x All the trees that have lost their leaves, will grow new ones in the spring.

Correction: remove the comma between the subject (All the trees that have lost their leaves) and the verb phrase (will grow).

14. **Placing a comma before a final dependent clause.**

x Punctuation matters, because it helps readers to understand a written text.

Correction: no comma is needed before a final dependent clause (such as one beginning with *although, because, if, since, unless, or when*) unless there is a strong contrast between the main clause and the dependent clause.

15. **Placing a comma before a restrictive clause.**

x The Pohutukawa is a New Zealand tree, that flowers at Christmas time.

Correction: the words *that flowers at Christmas time* make up a defining or restrictive clause, one that limits the meaning of *tree*. This clause does not present

extra information, but is an essential part of the sentence and therefore should not be separated from the rest of the sentence by a comma.

Inappropriate colons and semicolons

16. Using an unnecessary colon.

x Some of the main reasons for going to university are: to learn about interesting subjects, to meet new people, and to prepare for employment.

Correction: either omit the colon or make sure there is a complete sentence before it, for example by adding the words *the following after are*.

17 Using a semicolon instead of a colon.

x These items were on the breakfast menu; cereal, toast, tea, and coffee.

Correction: use a colon, not a semicolon, to introduce the list after menu.

Misplaced or omitted apostrophes

18. Unnecessary apostrophes

x talk's, sleep's, avocado's, banana's, serie's, business'

Correction: present-tense, third person singular verbs ending in /s/ (she *talks*, he *sleeps*) do not need apostrophes; plural nouns (avocados, bananas) do not need apostrophes just because they are plural; no noun requires an apostrophe just because it happens to end in /s/ (*series*; *business*).

19. Confusing its for it's and whose for who's.

x Its for the person who's birthday is today. Does the dog recognize it's name?

Correction: *its* means *belonging to it*; *it's* means *it is* or *it has*; *whose* means *belonging to who*; *who's* means *who is* or *who has*.

20. Apostrophes on the wrong side of the /s/.

X one boy's toy truck; two boy's toy trucks

Correction: to use an apostrophe with a possessive noun or indefinite pronoun (*anyone*, *everyone*, *each other*, *one*, *others*, or *someone else*), write the name of the possessor (*one boy*; *two boys*), add an apostrophe after it (*one boy'*; *two boys'*), and add an /s/ after the apostrophe if you pronounce one (*one boy's*; *two boys'*).

Missing errors

21. Question marks with indirect questions.

x There was a question in everyone's mind about how stable the bridge was?

Correction: this is a statement not a question, so it should end with a full stop, not a question mark.

Spelling errors

22. Confusion over the plural forms of classical words (such as *data*, *criteria*, *media*, and *phenomena*).

x there were no objective criteria for showing that the data was inaccurate.

Correction: the plural of *criterion* is *criteria*; the word *data* is always plural (*the data were*.....).

23. American spelling.

x color, labor, theatre, center, traveller, fulfill, defense, encyclopedia, program

Correction: colour, labour, theatre, centre, traveller, fulfill, defence, encyclopaedia, programme (but *computer program*).

24. Confusing words that are similar in sound or meaning.

x The main affect of the scandal was that the principle had to resign.

Correction: *affect* is a verb meaning *to influence*; a *principle* is a rule or idea. The sentence should read, "The main *effect* of the scandal was that the *principal* had to resign". If necessary, consult a dictionary to be sure you can distinguish between the words in each pair: accept/except; affect/effect; principle/principal; practice/practise; advice/advise; between/among; fewer/less.

A word of advice: make your own list of words that you often misspell or the meaning of which you find confusing.

5.3. Strategies for Improving Spelling

Words that get confused because they sound like each other

too to two

hear here

feet feat

there their they're

through threw

know no

weather whether

won one

for four fore

your you're

paw pour pore

discrete discreet

licence license

practice practise

current currant

principle principal

effect affect

dependent dependant

accept except

who's whose

Words that have been put together into one

(the correct spellings are on the left)

at least atleast

such as	suchas
in spite	inspite
in front	infront
a lot	a lot
all right	alright

Words which have been split in two

instead	in stead
to gether	together
with out	without
all ready	already
all though	although
all together	altogether

Words where pronunciation gets in the way

favourite	favrit
perhaps	prehaps
miniature	minature
ancillary	ancilliary
would have	would of
sentence	sentance
involve	envolve
imaginary	imaginry
attract	attrac
comparison	comparison
input	input

Words in which the endings are misspelled

appearance	availiable
available	attendent
attendant	responsable
responsible	formidible
formidable	defi nately
definitely	applies
applies	existence
existence	independance
independence	dispensable
dispensable	absolutly
absolutely	
appearence	

Words with doubled-up letters

beginning	begining
committee	commitee / comittee
getting	geting
written	writen
too	to
innate	inate
accommodated	accomodated
aggression	agression

Words without doubled-up letters

fulfi l	fulfi ll
fulfi lment	fullfi llment
commitment	committment
always	allways

Problems with 'e' and 'ing'

coming	comeing
taking	takeing
using	useing

More problems with 'e'

department	departement
considering	considereing
excitement	excitment
precisely	precisley
immediately	immediatley
truly	truely
address	adresse
statement	statment
lovely	lovley

Words with a missing sound

created	crated
literature	litrature
interesting	intresting

Words with letters swapped round

friend	freind
their	thier
strength	strentgh
height	hieght

Vowel sounds

retrieve	retreave
speech	speach

Problems with 's' and 'c'

necessary	necessary
dissociate	disociate
occasion	ocassion
conscious	conciuous / consiuous

5.4. Differences between British and American Spelling

Always write your assignment using British spelling, unless you know that your marker accepts American spelling. The main differences between British and American spelling are as follows:

1. Most words ending in *-our* in British English are spelt *-or* in American English.

British colour flavour labour

American color flavor labor

2. Words ending in *-re* in British English are usually written *-er* in American English.

British theatre centre fibre

American theater center fiber

3. With verbs which may end in *-se* or *-ize*, British spelling often uses *-ise*, and American always uses *-ize*.

British specialise realise equalise

American specialize realize equalize

4. Most words spelt *-ogue* in British English are spelt *-og* in American English.

British analogue catalogue dialogue

American analog catalog dialog

5. In British English some words double their consonants before *-er* or *-ed* and *-ing* (e.g. those ending in l or p).

This is not the case in American English.

British equalling kidnapping traveller

American equaling kidnaping traveler

6. Words derived from Greek and Latin which have *ae* or *oe* in the middle, usually have *e* in American English.

British encyclopaedia gynaecologist anaesthesia

American encyclopedia gynecologist nesthesia

7. Other common words which are spelt differently.

<i>British</i>	<i>American</i>
programme	program
bank cheque	bank check
defence	defense
pretence	pretense
speciality	specialty

SECTION B

1. Examples of Essays on Different Topics

1.1. Teaching and Education

1.1.1. What are the qualities of a good teacher?

A good teacher makes all the difference to a child's development through the school system. Personal, academic and professional qualities distinguish good from bad teachers.

A good teacher is patient, has sound interpersonal skills, exemplary in behavior and dress, reliable and has genuine interest in the welfare of children. He or she is prepared to work beyond the call of duty for the sake of the children. Teaching is more of a vocation than work for material rewards.

Academic competence is another one of the most important qualities of a good teacher. One has to have sufficient subject mastery to provide competent leadership to the learners. This is very crucial for all teachers primary or secondary. The teacher needs subject mastery to share with learners, provide guidance more competently and confidently. He or she is the more significant other with whom the child interacts with.

If learners feel confident in the teacher's subject knowledge, they will be inspired with confidence to do well. Some learners may be inspired and motivated to do well in the subject or even pursue it at a higher level. Some become role models. The absence of subject competence may cause the learners to lose confidence in their teacher, and not much will be learnt leading to very poor performance.

At its worst, poor subject mastery may lead teachers passing on the wrong information, thereby doing more harm than good to the learners. A teacher with sufficient subject competence can pre-empt problems in understanding certain concepts and thereby plan to tackle any problems in advance. A good teacher will therefore read and prepare him / herself sufficiently for every lesson to consolidate subject mastery.

A good teacher should have professional expertise. This is usually acquired through training and continuous professional development. Professional expertise will enable the teacher to plan the use of different teaching and learning approaches to raise attainment.

A good teacher organizes classroom activities for differentiated teaching and learning to cater for individual needs and uses different teaching skills to enhance the quality of learning. Good teachers are good facilitators and are very patient with less able learners. They are enthusiastic about their work. Their enthusiasm infects the learners too, leading to heightened interest in learning. Learning becomes an interesting and enjoyable activity.

Armed with professional expertise the teacher varies stimulus in every lesson, makes lessons interesting and involves all the students, paying special attention to slow learners. He or she is quick to identify learners with special needs and assists them appropriately.

Other qualities of a good teacher include monitoring learning and teaching regularly and appropriate action taken timorously to improve. Assessment for learning is implemented as a monitoring tool for the quality of teaching and learning. Written work is marked and feedback given immediately with positive and encouraging comments. Data from such activities is used to improve teaching and learning in future.

A good teacher discusses progress with individual learners. He or she is exemplary through a high level of commitment to work for the cause of the learners. Good teachers deliberately plan and work to add value to learners in every lesson and end of learning program. Good teachers unveil potential in individual learners. They do not label learners, are persistent in bringing about change to individual learners, are driven by learners' needs rather than financial or other rewards. Achievement and attainment are raised all the time by insisting on high quality work.

Good teachers encourage parental involvement by communicating with parents regularly about the progress children are making in school. They do not just wait for the parents' evening. This is done continuously when the child is doing well or badly. They believe that by working in collaboration with parents their teaching becomes more effective. Positive relationships are maintained with all the learners in order to create a positive learning climate where everyone is made to feel wanted and valued.

They raise and maintain every learner's self-concept emotionally, socially, physically and cognitively- belief in their own ability to do well. He or she has high expectations of all the learners and sets challenging tasks to stimulate critical

thinking and higher performance. This creates a conducive teaching and learning climate for higher attainment.

A good teacher is, therefore, an important component of any education system. The quality and level of commitment to the learners 'cause can make all the difference to the learners' education. Bill Gates, Co-chair of the Bill and Melinda Gates Foundation, underscored the importance of a good teacher when he said: 'The teachers fuelled my interests and encouraged me to read and learn as much as I could. Without those teachers I would never have gotten on the path of getting deeply engaged in maths and software ... how many kids don't get the same chance to achieve their full potential? The number is very large. It is amazing how big a difference a great teacher makes versus an ineffective one ... If you want your child to get the best education possible, it is more important to assign him / her to a great teacher than to a great school. "

1.1.2. Top 5 Qualities of Good Teachers

As the school year comes to a close, I'd like to reverse roles a bit and offer some advice to teachers. This year, I had one of my best teachers ever (no offense to any former teachers reading this) as my math teacher. This was an incredibly challenging course, yet he was able to make it very fun, engaging, and *passable*. The area where he excelled the most was in making math interesting and connected to the rest of the world. Seriously, some nights I would look forward to doing my math homework as I struggled through ridiculous grammar exercises. Without further ado, here's (part of) what I think makes a great teacher:

#1 Passion

Without this, it is impossible to become a great teacher. If you don't love your subject, how can you expect your students to? I don't think this is an issue for most teachers. Still, it is always important to emphasize. Sure, your students will think you're crazy when you talk about fractions with a look usually reserved for spectator sports, but in the end your enthusiasm rubs off. Never be afraid to love something and show it.

#2 Creativity

With the onslaught of standardized testing and curriculum this might be getting harder, but it is still very important. Regardless of discipline, creativity is paramount. Sure, you can be a good teacher by taking prepackaged material and efficiently transmitting it. But you can't be a great one. To be a great teacher, you have to be ready to develop custom, creative lesson plans and projects. You have to have an arsenal of techniques. You need to be a problem-solver. You get the

idea. If you don't, pop into your average commencement address and you'll hear plenty about this.

#3 Flexibility

Students have complex lives, as do you. If everything is set in stone, you'll eventually crack. When an A student fails a test, you have to be ready to be flexible. Likewise, you should make yourself available to students for help as much as possible and publicize that fact. If students don't know you're available or have office hours, they won't come and will just struggle through key concepts. Realize that learning is not static and you can't be either.

#4 Integrate

I am a firm believer in integrated curriculum and content. Life isn't in isolated boxes, so learning shouldn't be either. I often hear the complaint that there isn't support from administration or other teachers. To that, I say "So what?" Even if you're the only one integrating across disciplines, even if the other discipline wants nothing to do with you, still do it. My math teacher once spent an entire class investigating the application of logarithms in music: complete with a working string instrument. If this seems hard, just take baby steps: try to integrate another discipline for just one lesson and go from there.

#5 Connect

Information can't be transmitted without a solid connection, and neither can knowledge. You need to form a connection with each and every student. Technically speaking, the *knowledge* has to form a connection to the student, but you are the representation and medium of that knowledge. Find out what students' passions are, and show them how the knowledge connects to them. To do this well, you have to be *interesting*. Your subject should be your passion, but not your only one. Play an instrument, learn to program, or coach a soccer team: it shows you have something in common with students and helps you to form a connection. Connect these passions back to your subject, and share those connections with your students. Be sure to drop these connections into lessons, fast and furious. Also, appeal to a variety of students. A music reference does nothing for me, but a computer science reference has my interest piqued. (The opposite for other students) You need to connect with students, and to connect you need something to connect with.

There you have it: the top five qualities I see in good teachers. Yes, I gather this is rather ironic considering I'm not even a teacher myself. However, I think I am in a very good position to evaluate the effectiveness of teachers, as I am a student. Like it or not, students are the only ones who know if you've been successfully. We know all the stuff a test would show, plus the stuff it can't.

Hopefully, everybody can think about some of these qualities and objectively judge yourself to improve.

1.1.3. Top 10 Qualities of a Great Teacher

A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. To be successful, a great teacher must have:

1. *An Engaging Personality and Teaching Style*

A great teacher is very engaging and holds the attention of students in all discussions.

2. *Clear Objectives for Lessons*

A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.

3. *Effective Discipline Skills*

A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.

4. *Good Classroom Management Skills*

A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.

5. *Good Communication with Parents*

A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.

6. *High Expectations*

A great teacher has high expectations of their students and encourages everyone to always work at their best level.

7. *Knowledge of Curriculum and Standards*

A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.

8. *Knowledge of Subject Matter*

This may seem obvious, but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.

9. Passion for Children and Teaching

A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

10. Strong Rapport with Students

A great teacher develops a strong rapport with students and establishes trusting relationships.

1.1.4. What Are the Essential Characteristics of a Good Parent?

Parents play a major role in the life of a child. Although, the invention of so many toys and the influence of peers have greatly affected children's behavior of modern time, parents with good traits can use these influences to mold the personality and behavior of a child for the good. I believe that ideal parents should be of good moral character, good listener and patience.

Parents should have good moral character, because they are the role models of children. It has been known that children are the reflection of their parent's trait. For instance, my parents do not smoke, gamble or drink. They express virtue in all their actions. They taught us how to respect to elders, and be sensitive to other people's feelings all the time. They have been my idol all my life, because they were able to raised six children so well and none of us went astray.

Furthermore, being a good listener is very important. When parents have time to listen to their children, the communication is open between parties. To illustrate, my brother failed his science subject in school. My parents did not judge or scold him, instead they talked to him and listened to his concerns. They found out that he did not understand his lesson well because of his assigned seat. He was sitting next to an air conditioner, and it bothered him.

Having patience has a lot to do with parenting. Although children behavior gets out of hand sometimes due to certain issues like mood, parents exert extra mile of patience to comfort them with love and care. For example, my sister when she was in her elementary years, she refused to attend school. My mother was always late for work, because of my sister's action. She would always try to bribe her with something so she would go into class.

Parenting is a tough job comes with big responsibility. Therefore it is crucial that parents should have outstanding character, a good listener and patience, so that they would have wonderful children.

1.1.5. What Are the Essential Characteristics of a Good Parent?

Being a good parent is one of the toughest jobs in the world. Once you have a child, you're given the task of ensuring that your little person has the best possible chance in this crazy world. Although parenting tactics change from person to person, some essential characteristics remain.

Loving Your Child

Providing your child with a loving and secure environment should be the main goal of any parent. Children need to know they are loved, no matter what the circumstances. However, don't make the mistake of thinking that showing love means giving into every one of your child's demands. Saying no is another part of being a good parent. Your child will test boundaries and question your affection. Don't back off from a punishment when a child claims you don't love her. She'll eventually realize how your affection does not wane even when you punish her.

Model Good Behaviors

Practicing what you preach is an effective method of parenting. Your child is constantly watching you for cues on how to behave. For instance, acting out in anger could teach your child the wrong way to cope with his emotions. If you find yourself unable to control your anger when your child has misbehaved, walk away for a minute. After you have calmed down, you can react in a more composed manner.

Don't Always Focus on the Negative

Building up your child's self-esteem is another essential component of being a good parent. Poor self-esteem leads to problem behaviors and difficulties with the child's relationships. To raise confident children, avoid solely focusing on their negative behaviors. When a child is behaving in a positive way, praise her. Boost her self-image by making a big deal when she accomplishes a task.

Stay Proactive

For many parents, outside stressors affect how well they raise their children. According to the International Academy of Pediatrics, parents should write down a list of stresses that affect their life daily and think of ways to handle these difficulties. Your list might encompass stresses you have to face at work, your living conditions, your current lifestyle and your personal relationships. Getting rid of these stresses can improve parent and child relationships.

1.1.6. Essential Qualities of a Good Public Speaker(1)

We are all aware of the importance of public speaking in our professional as well as personal and social life. Often we mistakenly equate Public speaking with some kind of performance. But it is altogether a wrong orientation; public speaking is all about sharing your mind with a group of individuals. The success of a public speaker lies in his ability to communicate his point of view with the members of the audience. You often find instances where the speaker has finished his speech amidst a standing ovation and the audience being enthralled even long after the seminar is over. This is because, the speaker was able to extend his passion in the minds of the people who listened to his speech. And this is the essence of public speaking: get the audience agree with what you have tried to accomplish and make them think about it over and over again.

However, not all of us are equally gifted so far as speaking in public is concerned. Some speakers are better than the other in getting across their messages, while the others are not that convincing in their oral communication. But according to experts we all can acquire the qualities of a good public speaker with learning and practice. But before that we have to know what essential qualities churn out an outstanding public speaker.

You should know your subject well. If you are going to establish certain point, you should be convinced of its efficacy first. If you do not believe in what you are trying to accomplish, your arguments will not be strong enough to make other convinced. Simply you cannot touch the heart of the others if your statements are not substantial and that will be your failure as a public speaker. That means you have to be logical and affirmative in your delivery and for that you have to have belief in whatever you are saying.

You should have a mastery over language. This does not mean you have to be a PhD in English literature. This simply implies that you should be skillful enough to use the words properly to create an impact with your speech. Think of the rhetoric of the world leaders, how they used the word power to ignite passion in the minds of the people and mobilize them for great causes. You should be intelligent enough to customize the type of the language for specific audience. As for example if you are speaking before an audience comprising mainly of elderly ladies on some inspirational topic, maintain a note that is overtly emotional. On the other hand while you are speaking on the same topic before an audience comprising male professionals, manipulate your words to create an extremely formal orientation.

1.1.7. Essential Qualities of a Good Public Speaker (2)

Public speaking is often viewed as a conduit of ideas. As such an essential quality of a public speaker is to find out topics that interest the audience and also benefit them. In fact, professional speakers are hired by the organizations and institutions to deliver speech in the seminars. A professional speaker has to create unique and innovative topics out of a broad subject like business management. An excellent speaker is one who invents topics that reflects on those aspects of the subject that have direct connection with the audience. As for example human resource departments of many companies organize seminars on personal development. While speaking for the employees of any IT company, you can make your speech on the theme of the value of keeping good health for being successful in career. You can include the points like stress management, value of regular exercise and so on in the body of the speech and discover how the young professionals, stuck by the stress of a high profile career, neglecting their health for a prolonged period of time find interest in your speech. On the other hand, while in a high school, do not open a topic on health, because the youngsters in this age group are naturally healthy, they will not find interest in this topic. Instead if you direct your discussion in the direction of concentration building, they will listen to you attentively. Thus you have to be tricky enough to find out interesting topic for specific type of audience.

Then an excellent public speaker has a good sense of the use inflection as a tool to grab the attention of the audience. A flat presentation becomes monotonous and makes the audience drift away from the topic. On the other hand, the use of inflection at certain intervals will keep them attentive all through the session.

As a public speaker you should be extremely knowledgeable and your speech should be informative and should contribute to the audience's knowledge bank. Maintain humor in your language and keep formal but not stern, because it makes you unapproachable and in that case your audience would not connect to you. As a speaker you should also maintain a confident and energetic body language; it adds to the speaker's credibility.

Finally, there is nothing like a perfect speaker. The skill of public speaking is something that improves with a lot of experience.

1.1.8. Teaching Children Respect

Everyone needs respect. In a world where the current mantra seems to be "it's all about me" there seems to be a loss of respect in many different areas-loss of self-respect, respect for property, and respect for others. If this is the situation from

an adult perspective, then how do we teach children to have an attitude of respect?

In the teaching manual on respect, there are six components:
Treat other people the way you want to be treated.

Be courteous and polite.

Listen to what other people have to say.

Don't insult people, or make fun of them, or call them names.

Don't bully or pick on others.

Don't judge people before you get to know them.

These seem to be very basic tenets of being an all around good person. But how do you teach a child respect? There are several ways.

1. Modeling. This is the simplest way children learn. If a child hears your opinion about not liking other races, for example, the child will begin to emulate that, as well. On the flipside, if a parent exhibits a kindness towards people who are different, the child will begin to see the world as an opportunity to learn from different types of people.

2. Start at the very beginning of your child's life. When children are old enough to play and share, it is important to teach children how to take care of their toys. This is one aspect of teaching respect for property. Teaching children how to share is also a component of respect.

3. Teach your children how to talk with people (not to people). Asking how someone's day is going, complimenting a person on what they are wearing, etc., being concerned about something that person may be experiencing are ways of teaching your child to respect other people.

4. Expose your child to different things. Take your child to a cultural festival so they can see and experience cultural differences. Unusual foods, interesting customs, different types of music and dances can be a way a child develops interest in and acceptance of people of different races/cultures. Cultural differences abound in this country. Rather than look down on people who are different, look at cultural differences as an opportunity to learn and experience something different than your own.

5. Demonstrate respect. Do something kind. Make it a goal for you and your child (or children) to do something kind for someone at least once a month. Give your children choices and help them decide what they want to do. It may be taking used clothing to a shelter, selling lemonade on the corner and giving those proceeds to an organization that helps children, or going to your local shelter to serve a meal to the homeless.

6. Teach your child to say no. Say no to drugs, premarital sex, inappropriate touches, unwanted behavior, cigarettes, etc.-anything that would have a bearing on their development physically, socially, and psychologically. One of the more

difficult challenges is to teach a child respect for themselves, but in order for a child to exhibit respect to others, they have to learn how to respect themselves. This means teaching your child that some things are just unacceptable. The bottom line is that everybody is worthy of being treated with respect-even the individual!

1.1.9. Classroom Management (1)

First of all the teacher has to understand that the students in the class come from different walks of life. They have different problems of their own, some deal with them while some can't. Stress and conflicts are prominent in the life of students as well. Though they come to school to learn, they have a list of activities in their mind which, according to them, are much more exciting than sitting for a forty-five minute period in the class. It's important that the teacher makes this forty-five minute class exciting, so that the students can learn, and at the same time have fun.

Make the Class Interesting

A forty-five minute period, wherein a teacher just speaks and students only hear, is not at all exciting. It's important that the students themselves participate in the process, thus making the period an interactive session instead of a dull lecture. Your classroom management strategies should also include effective teaching strategies, which would keep the students glued to the topic. As a teacher you can plan a few activities in the classroom, which will make children get up from their seat and interact with teachers as well as fellow students. Don't forget that the students have a lot of pent up energy, which has to be released. Avoid taking the class for full forty-five minutes, you can ensure that the last 10 minutes of the class time are spent in discussions.

Talk to the Students

Talk with the students, not just in the classroom or school, but outside as well. Whenever you come across any student in the cafeteria or in your neighborhood grocery store, greet them. If any student has excelled in a particular sport or event, appreciate him or her. Praise their sincere efforts and tell them how they should go on with it. This will make the students feel that you are close to them and you understand them, the result of which will be obviously seen in the classroom.

1.1.10. Classroom Management (2)

Dealing with Disruptive Behavior

Students tend to be naughty, and at times this naughty behavior on their part can disrupt the momentum of the entire class. In such a situation, if you try to yell at them on the top of your voice, you will yourself disturb other students. A wiser thing to do at such a point of time is to just go and stand near that particular student's desk. This will automatically send him a signal that you want him to stop whatever he is doing, and pay attention to you. Most often this works in your favor, and if it doesn't, you can either take the student outside the class or talk to him after the class is over. Confronting him in front of the entire class will be a bit humiliating and make him more defiant. While talking to him after the class will make him feel that you understand him and he will blurt out his feelings. If both of these classroom management plans to deal with disruptive behavior fail to yield results, you should promptly send the student to the principal.

Some Dos and Don'ts

Never give verbal or physical threats to the students. More importantly, never get involved into a confrontation in front of the class. Avoid using negative symbols, such as 'X', to mark a wrong answer. You can use a '/' (slash) instead.

Avoid using red ink to give grades, red color represents negativity and hence is best avoided.

The students look at teacher as an inspiration, so you wouldn't want to fumble in front of them. Be well prepared with the lessons that you will take well in advance.

Be firm, yet friendly and supportive to the students. Any inclination on either side will send wrong signals to the student.

Act fairly with all the students irrespective of how they behave with you. A mistake from the best student of your class calls for the same punishment, which you would give to the most naughty student for the act.

You need to understand that classroom management is a skill which has to be practiced throughout your career. These strategies will also help you to cut down on problems such as indiscipline, and indirectly lessen the distractions in your classroom.

1.1.11. Importance of Teachers (1)

Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well. ~ Aristotle

As much as parents are responsible for the upbringing of their own children, the personal development of everyone else's children comes under the aegis of a teacher's responsibility towards the society. The influence a teacher has on his/her students may not be direct or obvious, but if he/she is truly worth his/her salt, traces of his/her ideals, principles, and philosophy trickle into the psyche of his/her students. These, then, find expression in the personalities of those students and the way they conduct themselves in various walks of their lives. This phenomenon is what we call INSPIRATION. All teachers impart valuable life lessons to their students, but those who manage to do so by making the students absorb all the wisdom with as less mugging up of knowledge as possible, are the ones that are truly looked up to. In essence, the best teacher is one who can awaken, in his/her students, an eternal thirst for knowledge and kill any inkling of inhibition in them, that keeps them from asking questions. Herein lies the greatest importance of a teacher - he/she should show students the way to accumulate knowledge, instead of serving it to them on a platter.

A teacher can be your friend when you need a shoulder to cry on, a parent when you need support, and a critic when you are going the wrong way. Each one of us has experienced some or the other qualities of a teacher which have taught us a lesson about life. The good teachers taught us to stay away from the wrong things and make the right choices. Even though the significance of teachers in our lives doesn't need to be told, there are a few parts of our lives which only teachers can influence.

1.1.12. Importance of Teachers (2)

Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well. ~ Aristotle

A good teacher is one who enforces a sense of management in his/her students, be it management of time, space, material resources, or conflict. This is an extremely important lesson and should be incorporated while an individual is in his/her formative years as early influences often stick with us the longest. When teachers attend to each of their students personally and take care of their needs, there is a special bond that is created, which develops into respect and trust for each other. When there is respect for a particular teacher, the students immediately listen to

what he/she has to say. Such a cooperative relation makes the learning environment conducive to open communication, which leads to maximum absorption of intellectual influence by the students.

Young students are individuals who are dealing with change in their lives, be it physical, psychological, intellectual, or social. They are the ones who need motivation the most. The mere knowledge that someone believes in them, that someone just knows they'll get up no matter how many times they fall, is a huge confidence booster. This knowledge itself can inject encouragement and perseverance in the student's system. This is where a teacher plays the role of a friendly guide, a mentor who shows the way but is willing to lend you a sympathetic ear and understand your point of view as well. This kind of moral support strengthens the trust of a student in his/her teacher and we all know how far we can go when urged by the people we trust.

Look at world leaders and great orators - their obvious knack at moving entire communities and nations towards a common objective lies in their innate ability to word their ideals in such a way as to appeal to the emotions of their audience. Even if you know your gig by heart, it has every possibility of falling flat if you don't package it appropriately! Children and young people being the most impressionable segment of any society, a good impression effectively made would stay stamped upon their personalities for life! In fact, when their turn comes, these students will imbibe this influence with the lessons that they impart to their succeeding generation!

Teacher can be an inspiration to millions without even knowing it. With the way they teach, connect and bring out the best, teachers play a very important role in the self-improvement efforts of children. There have been many great people in the history of this world, who owe their teachers the credit for the directions their lives took. The teacher is an extremely important figure in Oriental, Indian, and Latin American cultures. Teachers are not restricted to educational institutions alone. If you ever met anyone who touched your life in any of the aforementioned ways, thank Life for introducing you to a wonderful teacher when you weren't even looking for one!

1.1.13. Effective Techniques of Teaching (1)

Benjamin S. Bloom was an education psychologist who contributed largely to the methods of teaching. He believed that the things that we learn in first attempt use a certain plan to make an indelible impact on your mind. He devised a teaching model, popularly known as Bloom's Taxonomy, which classifies objectives of

learning in the simplest possible way. Interestingly, if you observe carefully, most educational games are also based on these objectives.

Provide Knowledge

A student may or may not know the subject. To know how much he knows, gauge by asking him questions that would lead to discussions. Questions that have a yes/no answer won't help much. Once you have a fair idea, provide your student with adequate knowledge about the subject. This can be done through reading out, showing films, conducting research and so on. This process of sharing knowledge has to be a gradual one. Excess information can lead to confusion and discourage a child to learn further. A slow and steady effort of providing knowledge will help the child assimilate it better. When the student starts asking you questions, it is the first sign of comprehension.

Help Them Understand

At this juncture, help your student to comprehend what has been assimilated. This can be done through discussions, explanations, paraphrasing and summarizing. Comprehension is understanding the knowledge or information that has been shared. Ask your students to answer questionnaires, draw up charts and conduct group discussions that allow thinking aloud. This method of learning will show you how much has been absorbed by the student. It is comprehension of knowledge that leads to its application, which is the next stage of teaching and learning.

Practicality of Knowledge

What happens after comprehension? When you are told to fill a bucket with water, you are given information and you comprehend it. Comprehension leads to action and the task is done. This is why the next objective of teaching is to teach the child practical application of knowledge. To know how much knowledge has been comprehended, test your students. Make them apply their comprehension by giving them problems to solve. Situation reaction tests are also a great way to know what has been learned. Use the same concept in new situations to make the student use comprehension of knowledge in different ways.

1.1.14. Effective Techniques of Teaching (2)

Benjamin S. Bloom was an education psychologist who contributed largely to the methods of teaching. He believed that the things that we learn in first attempt use a certain plan to make an indelible impact on your mind. He devised a teaching model, popularly known as Bloom's Taxonomy, which classifies objectives of learning in the simplest possible way. Interestingly, if you observe

carefully, most educational games are also based on these objectives.

Scrutinize

Once the student learns to apply what has been taught in real life situations, it's time to analyze what has been learned. With regards to the aforementioned example, analyze how you filled the bucket and what really happened. Scrutinize where did you source the bucket from and how long did it take to fill it up completely. Help the child reiterate what actually happened while he was applying the knowledge. This will help him observe and go over the steps of application. Helping him analyze his own thought process, and the actions that followed will teach him to observe, assimilate, retain and replicate. This exactly how we appear for our exams.

Synthesize

Compile various ideas and situations wherein this knowledge will be applicable. Think of how you could have filled the bucket in different ways, to complete your task in a faster way. This step of teaching aims to help a child learn effective ways of doing the same task. Troubleshooting is a great way of learning how you will deal with the same concept in different ways. Team work and working in collaboration, helps the child to see the same problem from various perspectives.

Evaluate

This is the last objective of teaching. Ask the child to make judgments about what has been taught, how much was comprehended, how well did he apply it and how can he use it. Draw comparisons between different ways of doing the same task, to see which one is better. This will help him evaluate his own understanding of the subject and show you the loopholes of your teaching methods. Additionally, it will also bring forth subconsciously used techniques of teaching.

Teaching is a two way process. A teacher learns about various techniques of teaching from a student, just as much as he learns about various subjects from the teacher. These objectives of teaching have to be kept in mind while making lesson plans and conducting class activities. Using various mediums for teaching students such as films, games, computers, Internet and projects makes learning more interactive and engaging. Learning has to be a fun activity for both, the student and the teacher to gain maximum benefits.

1.1.15. Effective Teaching Methods

Teaching is that profession where the success of the teachers of the teacher depends on the ability of the students but there have been such teachers who have made even the worst of students the best of learners. So it is evident the

understanding of a subject taught by a teacher depends on the methods of teaching adopted by that teacher. Methods make the material easier to comprehend and assimilate. A teacher would only pay attention towards his methods only when he is completely dedicated towards his profession and if his profession is his passion. There are some effective teaching methods that a teacher if and when follows would get better results from his students in terms of comprehension and reproduction of that topic on pen and paper which we will discuss in this article.

The effective methods of teaching that do yield results are as follows:

It is important that the teacher sets goals for himself or herself and also for his or her students so that they aim and work towards that goal and when they fail to achieve to that goal the target they realize it before it is too late and work upon it.

It is important that the teacher underlines the key concepts of a lesson or chapter so that the students learn to identify the main ideas that they need to understand and sieve the study material.

It is important that the teacher establishes an interactive environment in the classroom so that the students can speak out and the teacher can also understand which concepts have been studied and understood well and which have not been.

It is always better to give the students a little of the background of the topic that you are teaching so that they have better understanding.

It is also advisable to revise the topic that you did in the previous class since revision makes things easier to remember and recollect.

To make things easier and less time taking you can adopt the method the Questioning to revise the previously done things so that you can also assess their understanding.

When teaching small kids it is better to take help of visual aids since pictures and images register in the kind better than words and lessons. So if you are trying to put in facts about a tiger it is better to teach the picture of a tiger and then tell the kids about it. For subjects like geography, physics and chemistry, show the kids things that you are teaching as far as possible.

Take help of maps and pictures so that the knowledge that you are imparting does not seem vague for the students.

After you are done with a certain topic divide the class into several groups where in each group there should be a mix of good and average students and grade them on team performance so that the average students copes up with the difficulties with the help of the better student.

Besides all the classroom studies it is imperative to concentrate on the talent that the student has beyond classroom studies. There are some students who cannot assimilate the routine and inhibited classroom academics but on the other hand they respond well to experiments and demonstration.

1.1.16. Why the Habit of Reading is Important

Even our education system acknowledges the fact that reading is important for the development of an individual, and hence 'it' is considered a top priority in primary education. One needs to, however, understand that reading does NOT mean making it through your school textbooks to clear the approaching tests. Nor is it restricted to educational purposes only. You can read almost anything, including encyclopedias, novels, dailies, magazines, and so on. What you read is not important as long as you like doing it.

Sadly, people nowadays seem to have totally lost interest in this activity. Children are busy with computer games and television, and adults are glued to their computer screen amassing the wealth of knowledge through Internet search engines. Reading does have its loyal fan following, but this fan base is fast disappearing. It seems like people have forgotten the importance of reading; if that's the case, it calls for a revision of the same.

The foremost thing -- and undoubtedly the most important -- is that reading improves your vocabulary, command on the language and, communication skills, as you regularly come across new words, phrases, idioms and, writing styles. Reading books of a variety of subjects helps you add to your knowledge, which, in turn, helps you with different attributes of life. Regular reading is also believed to boost creativity as it helps you think out of the box -- look at the things from a different perspective. Studies have revealed that children, who read often have a better concentration ability than those, who don't.

Good reading skills are directly related to good writing skills. An individual who doesn't read will always experience a dearth of words when it comes to writing. Reading non-fiction is no doubt important as it helps you gain knowledge, but reading fiction is no less important. It is widely believed that fiction is a must for people in different walks of life -- including business and banking -- as it gives them a glimpse of several different perspectives.

The biggest difference between reading a book and watching a film is that the former gives you the scope to unleash your own creativity. In films, the concept is conceived by the writer-director duo and presented before you in a specific form. In case of books, on the other hand, the writer does conceive the concept, but you are given ample freedom to unleash the power of your imagination. Reading a book is in itself an exercise to sharpen your creative thinking skills and broaden your horizons as a writer. In fact, there are many people out there, who outrightly reject the premise of making films based on books as they believe it spoils the "experience".

Although there is no particular age as such to take to reading, it is a lot easier to inculcate it as a habit during childhood rather than forcing it upon the individual in the later stages of life. With so many benefits to its credit, it can well be considered one of those good habits that need to be inculcated in the child during the initial years. Reading doesn't just enhance the child's ability to comprehend various concepts with ease, but also develops his critical thinking skills thus making him think – and not get used to the habit of spoon-feeding.

1.1.17. Creative Reading (1)

We are not computers linked in networks, so we simply cannot absorb all the information into our brain by reading a book or an article on a topic that interests us. Reading is, thus, a rather creative kind of activity. Because of that, even classics such as Shakespeare or Dostoevsky, may have very different interpretations. Literary critics call these interpretations "readings." The creative nature of reading does not imply that the reading process is random, depending on the reader's mood or knowledge, or capacity of perception, but it means that the writer can induce the readers into certain interpretations, can allude to certain meanings in his writings. The writer has to mind the narrative structure of his book, and give the reader certain clues in order for it to creatively and properly read it.

Since the reader cannot comprise a whole essay or something like that in his/her mind, it is necessary for the writing to be divided in certain fragments. So the paragraphs should not be too long, and should give a clear idea of what the writer is trying to say.

In order to allow creative reading of one's work, the writer should produce his work in such a way that the reader can make assumptions and inferences regarding the nature of the things the author wants to describe/explain/comment, etc.

The fact that creative readers make creative writers, is logical and commonly-shared by everyone. So those who want to produce good-quality writings must be able to read well. That doesn't mean one has to read really fast, or to be able to understand writings, but one has to be able to have a creative perspective on his/her reading.

An enormous number of people regard reading as a means of entertaining. But for people who fall into this category, there is very little to gain. Although it might seem as a useful activity, a perfect pastime to choose, reading on the train or on the bus can fool us into believing we are actually reading. Our mind is very likely to

wander in this particular situation, so we don't really get into the writer's world, or we cannot really retain too many important details.

1.1.18. Creative Reading (2)

Most of the people like reading fiction. That is because well-written fiction books can let us enter a new and exciting world, that has charming, interesting characters, which we may feel related to. So when we put the book aside, after finishing it, we feel a sort of sadness. The idea is to read so as to remember later what the book was about, to read first and foremost to our very own benefit, and not just to impress others or to follow someone's recommendation.

Here are the wise words that John F. Genung wrote in his "Practical Elements of Rhetoric", back in 1894: "While the reader is receptive, while he is being acted upon by what he is reading, he is at the same time origination, vigorously acting on the same subject-matter, shaping it into a new product, according to the color and capacity of his own mind."

What does this "creative reading" refer to? Or what does it do to us, readers? How does it work? At any rate, it is meant to inspire us, to stir our imaginative thoughts, and generate alertness in our minds. Otherwise, we may fall asleep while reading, or forget everything after we've read the text. Also, creative reading should help us focus on grammar and style, and how do they help the writer render his message to the readers.

We must discipline our reading. We have to learn and stay focused and alert. Yes, we can choose the things we want to read, though, and read at our very own pace, without any pressure from the outside.

We should also pay great attention to what we're reading, and avoid looking up words in the dictionary, because this might interrupt our process. Also, when doing creative reading, we should not be interrupted by any outside elements, such as phones, computer messages, and so on. A great idea is to read with paper and pen nearby, and put down everything that may seem of relevance to us, no matter how many those ideas might appear. Who knows what they might lead to.

1.1.19. The Importance of Education

Every society has its own specific attitude toward past, present and future, and it is clearly reflected in the way the society prepares its young generation for adulthood.

In stagnant societies, the past creeps forward into the present and repeats itself in the future. In such a society, the most effective way to prepare a child was to transfer him the skills of the past, as a set of values he would need in the future.

Knowledge was transmitted not by specialists concentrated in schools but through the family, religious institutions and apprenticeships.

The next age, the industrialism required a new kind of man. It demanded skills that neither family nor church could by themselves, provide. That age constructed its own educational machine or the system – the system that, in its very structure, simulated this new world. This system did not appear instantly. Even today it has throwback elements from pre-industrial society. But the whole idea of assembling masses of students (like raw material) to be processed by teachers (workers) in a centrally located school (factory) was a work of industrial genius.

The inner life of school thus became a perfect introduction to industrial society. The most criticized features of education today - lack of individualization, the rigid systems of seating, grouping, grading and marking, the authoritarian role of the teacher are exactly those that made mass public education so effective for its place and time. Young people passing through this educational machine entered an adult society whose structure of jobs, roles and institutions was the same as the school itself. For generations, we have simply assumed that the proper place for education is in a school.

However, if the new education is to simulate the society of tomorrow, should it take place in school at all? Many parents are much more capable of teaching certain subjects to their children than the teachers in the local schools.

With the move toward knowledge-based industry and the increase of leisure, we can expect a tendency for highly educated parents to pull their children at least partway out of the public education system, offering them home instruction instead. This tendency will be strongly supported by achievement in computer-assisted education, electronic video-recording, holography and other technical fields.

Discussion is often centered on the design of secondary and higher education programs that use "mentors"(instructors) drawn from various professional spheres. Such mentors would not only transmit skills, but would show how the information of textbooks is applied in life. Accountants, doctors, engineers, businessmen, men, builders and planners might all become part of an "outside faculty" in another dialectical swing, this time toward a new kind of apprenticeship.

1.1.20. What is Good Teaching?

All students have had hundreds of teachers in their lifetimes. A very few of these teachers they remember as being exceptionally good. What are the qualities that combine to create an excellent, memorable teacher? Why do some teachers inspire students to work three times harder than they normally would, while others inspire students to skip class? Why do students learn more from some teachers than others?

If you are trying to become a better teacher, these are important questions. This issue of "Emphasis on Teaching" focuses on the four essential qualities that distinguish exceptional teachers: knowledge, communication skills, interest, and respect for students.

An Experiment

Here's an experiment which has been done in a number of classes. The results may surprise you. Go into one of the classes you are teaching and have your students take out a sheet of paper. Ask them to list for you the qualities they feel are important in a good teacher. Ask them to identify the qualities they admire in the best teachers they have had. Then give the students enough time to think about it and write something down. Five minutes is good, but ten might be better. Let them answer the questions anonymously if they desire.

What you will get if you combine all of the responses is a fascinating collage of ideas. I have found that most of the responses fall into two specific categories: 1) a set of "core qualities" that students recognize in good teachers, and 2) a set of specific skills that are developed by good teachers.

"Core qualities" are the essential characteristics needed to be a good teacher. It's good to concentrate on the core qualities in this issue, and in the future discuss specific techniques that can be used to improve the classroom environment.

Knowledge

In every survey which is given, students consistently and clearly target as the number one quality of a good teacher exactly what you would expect: knowledge of the subject. You must be an expert in your field if you are going to be a good teacher at a university. This is a prerequisite.

Communication

The second core quality that good teachers possess is the ability to communicate their knowledge and expertise to their students. You may be the greatest expert ever in your field, but what would happen if you lectured in Latin? How much would your students learn?

It is a common misconception at the university level that knowledge of a subject is all that's required to be a good teacher; that the students should be

willing and able to extract the meat from what you say regardless of how it is delivered (even if it is delivered in Latin). This might be true at the upper graduate level, but elsewhere it is definitely untrue. It is especially untrue at the undergraduate level. The teacher's job is to take advanced knowledge and make it accessible to the students. A good teacher allows students to understand the material, and to understand what it means (because it is one thing to understand how nuclear bombs work, but quite another to understand what nuclear bombs mean).

A good teacher can take a subject and help make it crystal clear to the students. A bad teacher can take that same material and make it impenetrable. Or a bad teacher can devote so little time and effort to preparation that the material presented is intrinsically confusing and disorganized. A good teacher is willing to expend the effort needed to find innovative and creative ways to make complicated ideas understandable to their students, and to fit new ideas into the context available to the student. A good teacher can explain complicated material in a way that students can understand and use.

There is a saying, "Give me a fish and I eat for a day, teach me to fish and I eat for a lifetime." This is the philosophy of a good teacher. Give your students an answer and they can solve one problem, but show students the techniques needed to find the answer for themselves and they can become self-sufficient in the field. Students need to be shown how to apply the new techniques you teach to problem solving.

Interest

A good teacher starts with a firm knowledge of the subject, and builds on that with a clarity and understanding designed to help students master the material. The best teachers then go one step further. Because good teachers are interested in the material being taught, they make the class interesting and relevant to the students. Knowledge is worthless unless it is delivered to the students in a form they can understand. But the effort expended making the material understandable is wasted if the students are asleep when it is delivered, or if the students can see no point in learning the material.

Good teachers recognize this, and work hard to make their material relevant. They show students how the material will apply to their lives and their careers. Bad teachers make material "relevant" by threatening students with failure on a test. Good teachers go far beyond this: they make students *want* to learn the material by making it interesting.

This is one of the things that makes research so important and vital to a university: research makes the ideas discussed in class exciting and important to

the teacher, as well as to the students. If the teacher isn't interested in what's being taught, then why should the students be?

Respect

Good teachers always possess these three core qualities: knowledge, the ability to convey to students an understanding of that knowledge, and the ability to make the material interesting and relevant to students. Complementing these three is a fourth quality: good teachers have a deep-seated concern and respect for the students in the classroom. Why else would a teacher put in the time and effort needed to create a high quality class?

The creation of a good class requires an immense amount of work. You don't simply come up with clear explanations and examples and experiments for class off the top of your head. You don't create fair, consistent, high quality tests and homework assignments (read "learning experiences") five minutes before you hand them out. You don't figure out ways to integrate new materials and research into a class in an understandable way on the drive in one morning. You work at this sort of quality all the time. You spend time with your students so you can learn about holes in their understanding. You read and write and create to build an exciting and interesting class every day. The only thing that would drive you to do that is a concern and respect for the adults in your classroom.

Conclusion

When you strive and work to become a good teacher and to create a good class, the four core qualities are essential: knowledge, the skills to convey that knowledge, the ability to make the material you are teaching interesting and relevant, and a deep-seated respect for the student. Without these four qualities, good teaching will not exist.

1.2. The Importance of Books

1.2.1. Some people are fond of reading, while others consider it to be a waste of time.

Different people have different attitude to reading. Some of them have dozens of books in their houses and consider reading to be their favourite pastime. Other people prefer watching TV to reading books. Some people get a lot of enjoyment out of reading books. Their families love gathering in the sitting room in the evening and reading books: fairy tales, novels, detective stories, thrillers, fantastic stories and what not. It has become a tradition and they are sure it makes their families united. Books are our best teachers and friends because they have the power to educate and entertain us. When you're tired, you like

reading detective stories and thrillers. When you want something more serious and instructive, you take an encyclopedia or read some philosophical works. You love reading when you're travelling, when you're having meals, when you're bored or just for relaxation.

However, a lot of people read very little or don't read at all. They say they have stopped reading books due to their busy way of life. According to some people, reading is a waste of time. They prefer getting all the information they need from television, radio, and the Internet. A lot of people read everything online and check the news on the websites. Besides, some of them think that the fewer books they buy, the more trees they save. But they believe that it is rather sad that many people read much less nowadays. Reading is the best learning.

To sum up, our lives would be dull without books because reading stirs our imagination, broadens our mind and entertains us.

1.2.2. Some of my friends say there's nothing better than reading a good book, while others would rather watch its film version.

Can people live without books nowadays? Is it possible that books will be replaced by television and cinema in the nearest future? Personally, I'm fond of reading. Books educate and entertain us, bring past centuries to life and help us understand our deepest dreams and fears. To my mind, a book is one of the greatest wonders in the world. It gives us a unique chance to link up with authors who lived hundreds and thousands of years ago. Through reading books we hear their voices and understand their thoughts and feelings. Reading stirs my imagination, creates colourful pictures of the described characters and events in my mind, transfers me to other countries, continents or even to other worlds, introduces me to amazing people who live exciting lives, makes me laugh and cry. I can travel to wild jungles and deserts, to hot Africa and cold Arctic or wherever I like staying at home. However, some of my friends don't read at all or read very little. They say that they are too tired after school and can do nothing but watch TV. Some people say that they have little spare time and that is why they prefer watching a film to reading a book. What is more, watching a film is much easier than reading a book because you don't have to use your imagination.

To sum up, it's up to you to decide whether to read a book or to watch its film version. But I'm sure that no screen version can be better than a book itself and it can't substitute a special silent conversation with the author.

1.2.3. Most people are fond of detective stories. Others say that reading detective stories is just a waste of time.

There is hardly a person in the world who has never read detective stories. This literary genre has always been extremely popular with the reading public. But of course there are people who dislike detective stories. Personally, I find most detective stories rather puzzling and exciting. They arouse the reader's curiosity and keep him or her in suspense. To my mind, the popularity of detective stories lies in the fact that most people like unravelling complex puzzles. The detective story is like an intellectual game. The reader is given exactly the same information that the detective uses to find the criminal. Most readers treat the story as a battle of wits between themselves and the detective. Others read detective stories for pure relaxation. However, some people say that all detective stories are the same. In most detective stories, the crime is murder and the clues lead to or away from the solution. Furthermore, it is quite possible to become hooked on reading detective stories. Some people read them when they should be doing something else, for example, work or study. In addition, there are a lot of bad detective stories in many bookshops and I think that reading them is just a waste of time. A second-rate detective story describes unreal people and situations, has poor construction and a boring narrative style. Sometimes the reader can easily guess who the criminal is from the very beginning.

To conclude, it is up to you to decide whether to read detective stories or not. Anyway, a good detective story can do you nothing but good.

1.2.4. Some people say that business books can help them become successful, while others think that they are completely useless.

In any bookshop you can find a lot of books about business. Many people wonder if these books actually help them succeed in their professional careers and if they are really vital for the modern workplace.

Personally, I think that if you want to become a successful businessman, it is not enough to read a couple of books on this subject. What you really need is a lot of experience, persistence and a wish to work hard. To my mind, business books have become a business in themselves. They are just a way for publishers to make money. The more books are sold, the richer they become. Most books that claim that they can revolutionize the way you do business and make you rich and successful have little practical use. Moreover, some business books are so boring that they sit on the shelf unread.

However, some business books are truly worth our investment of time and money. They may become essential tools for students of business at any level. Biographies of successful business people can hold valuable lessons and interesting ideas and they can inspire others to go into business. Some books can give you helpful advice and tell you how to make other people believe you, how to read and use body language, how to make yourself a better manager and how to become richer. Nevertheless, many experts are convinced that most of business books complicate the world of business.

To conclude, don't buy a book unless you can use it in your work right now. Try to find something really useful and to avoid needless purchases.

1.2.5. Some people say that we don't need libraries any more. Others are convinced that libraries are not going to disappear.

Library is a place where print, audio, and visual materials are collected and arranged to serve people of all ages and interests. Some people say that traditional libraries are not so popular now as they used to be some years ago. But does it mean that libraries are going to disappear?

Personally, I think that libraries are very useful. Nowadays, besides books, libraries keep manuscripts, documents, newspapers, magazines, CDs, DVDs, video games, e-books and many other electronic resources. Modern libraries are equipped with computers and they store enormous amounts of information that can be checked immediately. People go to the library to read, look, listen search, inquire, discuss, learn, think, relax or while away the time. Anyone can become a member of the library and it usually costs nothing to borrow books.

However, some people say that traditional libraries are useless nowadays. Most young people have become used to retrieving information from the Internet. It may be more efficient and time-saving than visiting a traditional library. But the information that people find online may not be as in depth as the information from other resources such as the books available at a physical library. Besides, libraries are intended for use by people who don't have a PC, who cannot afford to purchase books and magazines, who need material no individual can be expected to have, or who require professional assistance with their research. To sum up, I think that libraries play a very important role in the cultural development of any country. Modern libraries help people get unrestricted access to information in many formats and from many sources.

1.2.6. Electronic books are becoming more and more popular. Some people say that e-books are going to replace traditional books in the future, while others are convinced that print books will never disappear.

E-books are making their way onto the world's markets. A lot of people, especially children and teenagers, who are accustomed to computer screens, have already embraced e-books. But does it mean that if the popularity of e-books grows, paper editions will soon die out?

Personally, I think that e-books are so popular with readers for several reasons. Firstly, they are easy to use because they are light, compact and can store up to thousands of pages. Secondly, e-books have a touch-sensitive screen which can be used to call up a dictionary, to increase the front size and even to add notes in the margin. Thirdly, the bright backlight gives you an opportunity to read in the dark. Finally, people can read e-books in public without having to display the covers.

However, most people still prefer traditional print books. They say that the device for reading e-books is rather expensive and one needs access to the Internet to download them. E-books may cause problems with eyesight because it is rather tiring to read from the screen. Some people say that one of the main disadvantages of e-books is that the battery must be recharged and that e-books can be easily broken. What is more, so far there is only a limited selection of e-books being published. But I think it is very convenient to put a lightweight e-book into your bag when you are leaving for holiday. To conclude, people will always continue buying, collecting and displaying beautiful paper editions with the sole purpose of possessing them.

To my mind, e-books will co-exist with traditional print books. Anyway, we'll have to wait and see.

1.2. Global Problems

1.3.1. It is reported that billions of dollars are spent on space exploration projects every year. Some people believe that this money should be used to solve problems on Earth.

People are explorers by nature and space has always attracted them. But is it wise to spend so much money on space exploration projects when we have so many problems on Earth?

In my opinion, space exploration is very important to mankind. Firstly, satellites are used for radio, television, and other electronic communication.

Satellite television provides us with a great number of channels, mobile phones facilitate communication, GPS that uses radio signals from satellites can show you your exact position on the Earth. Secondly, thanks to space equipment we can learn the weather forecast and predict different cataclysms. What is more, people have always dreamed of reaching other planets and finding other forms of life. So I think that the more money is spent on space exploration projects, the more people learn about the universe and their own planet. On the other hand, a lot of people say that it is better to solve the problems on Earth first of all. Unfortunately, we face a great number of problems nowadays: environmental pollution, the greenhouse effect, global warming, acid rain, ozone depletion, overpopulation and many others. People pollute lakes, rivers, seas and oceans. They destroy forests, kill rare animals, pick up herbs and flowers, envenom soil and make the air foul. The world's population increases faster than the food supply. Each year millions of deaths occur from starvation, especially in Africa, Asia and Latin America.

To conclude, I think we must solve problems on Earth first. To my mind, people can do without satellite television, but they will hardly be able to live without food, clean drinking water, fresh air or electricity.

1.3.2. Some people approve of multiculturalism. However, others have a negative attitude to it.

The modern world can be called multicultural due to racial, cultural and ethnic diversity. Through the process of globalization and immigration modern society has become a mixture of different nations and cultures. However, different people have different attitude to multiculturalism. Personally, I believe that multiculturalism supports the ideals of a democratic society in which every person is free and equal in dignity and rights. It leads to understanding, friendship and respect among racial and ethnic groups. All people are equal which enables them to participate fully in the social, cultural, economic and political life irrespective of their race, religion, colour of skin or origin. What is more, thanks to multiculturalism we can enjoy foreign goods, food, music, ideas, technologies and practices. To my mind, the positive attitude to multiculturalism plays a very important role in the fight against all forms of extremist action.

But unfortunately, some people have a negative attitude to multiculturalism as they believe that it erodes social stability. People's prejudices and fears may lead to racial discrimination, social conflicts and violence. I strongly feel that it is wrong to think that one's own race or ethnic group is more important than others

and that its culture is superior to the culture of other groups.

To conclude, people should be understanding and tolerant of multiculturalism because it helps us create a united and harmonious society where every member enjoys equal rights.

1.3.3. Our grandparents say their way of life was much more secure. However, young people have more life opportunities nowadays.

A lot of elderly people like talking about good old days and they often say that life in the past was much better than life today. But is it really so? Personally, I think that modern life is more satisfying than the life in the past. Firstly, nowadays there are different technical devices that make our lives easier and save our time. Every day we use computers, laptops, i-Pods, digital tape recorders, GPS navigation systems and so on. The mobile phone and the Internet have made communication much easier. Secondly, travelling has become faster and more convenient. Thirdly, young people have more opportunities to receive good education and to find a well-paid job nowadays. In any city there are a lot of educational establishments and a great number of firms which need qualified specialists. Besides, there is a wide choice of entertainment in a big city.

However, modern life is full of dangers. The Internet causes addiction and the loss of social interaction. Technical progress harms the environment. People suffer from acid rains, the greenhouse effect, ozone depletion, the extinction of rare animals and plants and other calamities. Overpopulation is another reason for environmental problems as the more people there are on Earth, the more they pollute. Thousands of people are infected with AIDS and other incurable diseases every day. What is more, modern life is full of stress.

To sum up, modern life has its advantages and disadvantages. On the one hand, it is eventful and it gives us more life opportunities. On the other hand, it is rather dangerous and full of problems. Anyway, I prefer the excitement of the present.

1.3.4. Everybody knows that smoking is dangerous and it must be banned. However, more and more people smoke today.

It is not a secret that smoking ruins people's health. However, statistics show that millions of men, women, teenagers and even children practice smoking. I have always wondered what makes people light up a cigarette. Smoking is extremely dangerous. Nicotine is a drug that causes addiction like heroin. Smoking causes a lot of serious diseases such as many forms of cancer,

heart attacks, asthma, bronchitis and many others. People who smoke have yellow teeth, bad breath, dry skin and premature wrinkles. What is more, smokers do harm to the health of those people who surround them. But in spite of all warnings, people continue smoking. Some of them say that they like the taste or smell of cigarettes or because it helps them steady their nerves and think. Others say that it helps them make friends and feel relaxed in a company of smoking people. For many children and teenagers smoking is the first step out of childhood. But I strongly feel that it is silly to begin smoking in order to show off.

To sum up, smoking shortens people's lives. That is why there must be more restrictions, bans and anti-smoking advertising in every country. Smoking must be banned in public places, including offices, restaurants, bars and night clubs.

1.3.5. Our life is full of stress. Some people say that they feel stressed almost every day, while others think that it is possible to cope with stress and to relax.

There are a lot of stressful events in our lives. Losing a job, having difficulties at home or at work or just moving to a new flat may cause stress. Besides, we may feel stressed because of constant fatigue, physical and moral exhaustion and monotony. Some people say that it is impossible to avoid stress. But is it really so?

It is a well-known fact that stress may result in a real breakdown of health. That is why it is very important to try to avoid stress or at least to minimize it. In my opinion, one of the best ways to cope with stress is to keep a sense of humor in difficult situations. I think laughter is the best medicine for all diseases. Besides, if you feel depressed, you can try some relaxing hobbies such as yoga, swimming, bicycling, painting or gardening.

Of course, people react to stress in different ways. Some of us are more vulnerable to it than others. A lot of people don't know how to cope with stress. They begin overeating, smoking, drinking, and even taking drugs. But junk food, cigarettes, sleeping pills and alcohol don't help. On the contrary, they make things much worse. I believe that the best way to cope with stress is to forget about your problems, to take breaks and to be enthusiastic.

Unfortunately, stress is inevitable. It may have a negative influence on our physical and mental health. But sometimes stress helps us develop and makes us stronger. To my mind, the main thing is not to lose control and to stay positive.

1.3.6. A lot of people believe that it is impossible to get rid of poverty. Others say that poverty can be reduced.

Nowadays millions of people live in poverty. They are deprived of common necessities such as food, clothing, shelter and safe drinking water. They also suffer from the lack of access to opportunities such as education, information, health care and employment.

I have always wondered if it is possible to get rid of poverty. I strongly feel that it is not fair that the rich live in luxurious houses and drive expensive cars, while the poor lack access to health services, suffer hunger and experience mental and physical health problems. All people are born equal. So why do they live in different conditions? To my mind, there must be more poverty reduction programs as well as institutions dedicated to tackling poverty. In politics, the fight against poverty must be regarded as the most important goal. Besides, developed nations ought to help developing countries. However, it is not so easy to fight poverty. Poverty may be caused by different factors including geographic factors, unemployment, overpopulation, war, discrimination and many others. So if we want to reduce poverty, we must solve quite a lot of global problems first.

To sum up, the problem of poverty remains unsolved nowadays. In my view, governments must take some urgent measures to fight poverty because it often goes hand in hand with crime and it may destroy society. Anyway, poverty must be reduced for reasons of justice and security.

1.3.7. Most people are worried about the problem of overpopulation. Others think that the situation is not as terrible as it seems to be.

At the present time the earth accommodates more than 6 billion people. The world's population is growing so fast because people live longer owing to better medical care and nutrition. Besides, more babies are born, especially in developing countries. But how can overpopulation threaten people's life on Earth? In my opinion, overpopulation makes the standard of living worse. The world's population increases faster than the food supply. Each year millions of deaths occur from starvation, especially in Africa, Asia and Latin America. If the world's population continues growing, it will be very difficult to produce enough food and goods. More people need more water, minerals, shelter and clothes. Population growth is another reason for environmental problems as the more people there are on Earth, the more they pollute. They drive cars, throw away

litter, cut down forests, use electricity, build roads and plants and deplete the planet's resources.

On the other hand, in many European countries the average woman has only one child. In many big cities fertility rates are falling because some people think that it is rather expensive to have a child. Most young women dream of making a career. So they say they have much to lose by becoming mothers. As a result, families are getting smaller and smaller.

To sum up, the real situation is not so bad. To my mind, the problem of overpopulation can be solved if there is population control in some countries. Anyway, nobody knows what will happen to the human race in ten or twenty years.

1.3.8. Some people are convinced that the concept of pacifism may become reality, while others say it is a kind of Utopia.

Humans have always been competing for better life. Pacifists believe that war and violence are always wrong. But is it really possible to create the world where nonviolence, love and patience rule or is it just a dream? I strongly feel that since nuclear weapons appeared, people have understood that war cannot be used to settle confrontations. To my mind, the costs of war are so substantial that better ways of resolving disputes must be found. Fortunately, some countries have already adopted pacifism to conduct foreign policy. They reject war and stick to a neutral role. Some pacifists say it is necessary to establish a world government in order to prevent and control international aggression.

In theory, people are creating a "peace-loving" society. In practice, there are still some military conflicts and tension between different countries. Civilization is still far from establishing a world government. What is more, the modern world is not perfect enough to avert wars. But I'm convinced that nonviolent action is morally superior and more effective.

To conclude, everybody wants to live in a peaceful world. That is why people must reduce regional and international conflicts and avoid all attributes which could tend to war. I believe that international disputes can and must be peacefully resolved. All in all, any violence is morally wrong.

1.3.9. Some people say that gambling is just entertainment, while others are convinced that it ruins gamblers' lives.

For centuries people have spent a lot of money trying to beat the laws of

probability. Some of us find gambling quite innocent. But most people believe that gambling is one of the worst temptations that exist in this world. This problem is taking on greater proportions as gambling, especially online gambling, becomes more popular.

I have always wondered what makes people risk their money or possessions. Of course, everybody hopes to gain an income. Some people even succeed in winning additional money or material goods. Others consider gambling to be a form of recreation. They enjoy gambling for the thrill of it, and they both have fun and earn a little money.

But while some people enjoy the entertainment value of a horse track or casino, others can become addicted to gambling which threatens their financial and family's well-being. Many gamblers are possessed by the idea of getting rich quick. They often continue risking their money even after repeated losses. In my opinion, an addiction to gambling is like an addiction to any other thing. However, since it does not have any physical signs, most people discover that their relatives or friends are addicted only when it becomes too late. What is more, many people say that casinos contribute to crime because some gamblers resort to stealing.

To conclude, gambling must be banned or at least heavily controlled. Unfortunately, quitting gambling is just as hard as quitting smoking or taking drugs. I believe that gambling addicts must receive medical treatment. Otherwise they may ruin their lives and the lives of their nearest and dearest.

1.3.10. Some people say that in the modern world we are losing our sense of spirituality. Others are convinced that people still need faith.

In the past faith played a central role in people's daily lives. But the situation is quite different today. A lot of people never attend religious services of any kind and some of them say they have no religion at all. But what could have brought about such a dramatic break from tradition and how can it influence our way of life?

I have always wondered what role faith plays in our lives. In my opinion, faith can help people cope with difficult emotions or moral decisions. When everything goes wrong and you feel extremely unhappy, faith can help. I think that a person who believes in God has courage, hope, confidence, calmness and assuring trust that all will come out well. Faith helps people overcome all difficulties and remain optimistic whatever happens. Unfortunately, scientific advances have made many people question their religious beliefs. The terrible events of the 20th century have also made others

question the existence of God. A lot of people say that science is more important than religion because it tries to solve the problems connected with reducing pollution, protecting biological diversity, saving energy and natural resources and many others. But I strongly feel that if we want to resolve the global crisis and to improve our cultural, social, economic and political systems, we need faith and spirituality.

To conclude, people need to change their attitudes, values and beliefs. Faith can help us become kinder, more generous and responsible. I believe that it will make our lives much happier.

1.3.11. Some people prefer to escape from boring reality from time to time. Others say that escapism cannot help them solve their problems.

People have always tried to escape from reality in one way or another. They try to forget about bad or boring things with the help of different activities and entertainment such as reading books, going to the theatre, travelling and so on. But does it help people change their lives for the better and what are the possible consequences of escapism?

To my mind, people escape from reality for different reasons. Some of them are dissatisfied with their lives and don't know how to improve the situation. Others have dreams that they think will never come true because these people lack self-confidence and have low self-esteem. I strongly feel that if people are dissatisfied with their lives, they must do something. To forget about your problems and to solve them are two different things.

Nevertheless, some people prefer to follow the line of least resistance and never to take risks. If something goes wrong, they usually give up and never make one more attempt. They prefer to forget about all bad things that happened to them. Some philosophers say that escapism is not exclusively negative. It is just a different reality. But I believe that escapism is only for weak and indecisive people.

To sum up, those who escape from reality don't want to accept themselves as they are. They often feel depressed and unhappy because they are unable or reluctant to connect with the world. I think it is better to face the reality and try to solve your problems and overcome difficulties. Anyway, it is impossible to escape from something all the time.

1.3.12. Some people say that capital punishment should be allowed, while others are convinced that it is unacceptable in a human society.

Capital punishment has been used for a wide variety of offences since ancient times. Nowadays many countries have already abolished the death penalty, but it is still used for certain crimes in the USA, China, Japan and many Asian and Middle Eastern countries.

Personally, I am not sure if capital punishment should be allowed. To my mind, it is morally wrong to kill criminals, no matter what they have done. The death penalty runs counter to the principles of humanism. There is also a possibility that innocent people will be executed and that there will be no way of compensating them for such injustice. Opponents of the death penalty are convinced that it is needlessly cruel and that life imprisonment is a more rational alternative.

However, some people believe that capital punishment is morally right if it is used for punishing murderers. Firstly, capital punishment removes the most dangerous criminals from society and should prove much safer for the rest of us than long term or permanent incarceration. Secondly, the fear of death penalty may prevent many people from committing crimes. Besides, some people think that it is wrong to keep criminals in prison at the expense of taxes. The government would better spend more money on the old, the young and the sick rather than on murderers. But can we deprive a person of his or her life? Do we have the right to murder? I don't think so.

To conclude, I believe that the death penalty removes our humanity. In the case of the worst criminals, this may be acceptable but it is more questionable in the case of less awful crimes.

1.3.13. The problem of xenophobia is discussed by many people nowadays. Some of them say that it is important to be tolerant, while others disagree with this point of view.

I have always wondered why some people have strong fear or dislike of those from other countries. The problem of xenophobia is very topical nowadays. It is especially widespread in large cities with multinational population. Tolerance is a respectful attitude to people who differ from us. To my mind, it is prejudice to think that some races are superior and some of them are inferior. I strongly feel that it is primitive and silly to divide people into types and classes. In my opinion, we should treat another person as an equal.

However, in reality some people have a feeling of distrust and aversion to

something or someone different and unusual. They are used to understanding those people who have the same traditions and who speak the same language as they do. And that is why people of other nations seem strange. Unfortunately, people's intolerance may lead to racial discrimination, social conflicts and violence. So we must develop mutual understanding and respect. Besides, we should learn to make a compromise.

To conclude, tolerance is a very important element of our lives, culture and communication. It is another word for humanity, equality and fairness. Tolerance is very important if we want to have happy future and global security.

1.3.14. It seems that people of different nationalities will never understand each other. However, others believe that countries can work together to improve tolerance.

Today we live in the world of racial, cultural and ethnic diversity. People differ in appearance, colour of skin, way of thinking, customs and behaviour. Every race has its own culture and its own beliefs. That is why there is often some misunderstanding between people of different nationalities. So the question arises if anything can be done in order to improve tolerance.

To my mind, governments can do much to improve tolerance. Some international conferences and meetings can be organized in order to discuss the most vital problems of people of different nationalities and to exchange experience. I think it is very important to work out educational programs for universities, colleges, schools and even kindergartens. We must teach children, teenagers and young people to be patient, respectful and tolerant. And of course we mustn't forget that family upbringing is of great importance for any child, that's why countries should think about special educational programs for parents.

However, many people say that some misunderstanding between people of different nationalities will always exist. Watching the latest news on TV we can always learn about military conflicts and racial strives. People are accustomed to cruelty and their behaviour becomes aggressive and uncontrollable. And if they feel angry and depressed, they want to find somebody to blame for their troubles. So they blame people of other nationalities and vent their anger and vexation on them. But I think that in spite of all this, we must co-exist peacefully.

To sum up, if there is tolerance among people, we shall live in harmony. But it will be possible only if we plunge into the culture, religion, traditions and language of other nations.

1.3.15. Disabled people are often considered to be miserable. However, some people believe that the disabled are much happier nowadays.

Most of us think that disabled people are extremely unhappy because they are confined to their homes and cannot perform the same functions that we do. But others are convinced that it is just a stereotype.

To my mind, the lives of disabled people are easier nowadays. Firstly, in many European countries public buildings have ramps and toilets big enough for wheelchairs. Secondly, many companies are not allowed to refuse a person a job on the grounds that he or she has only one leg, or cannot speak. Thirdly, thanks to different things like the Para Olympics disabled people's self-esteem has risen enormously. Today they have realized their ability to compete with everyone else. Finally, new technology works wonders. For instance, artificial limbs enable people to walk and run as fast as everyone else. Cars are adapted so that people can drive them with only one leg, or even no legs at all.

However, in many developing countries there are no facilities for disabled people. What is more, it is fashionable to be beautiful and healthy in modern society, so a handicapped person may become an outcast. Most disabled people suffer from loneliness and lack of communication. Some of them become burdens on their families because they are unemployed and depend on their relatives. But I think that many disabled people are very talented. They can work, support their families and contribute to society.

To conclude, I strongly feel that disabled people have rights just like everyone else. They are part of society and they must never be forgotten or left behind.

1.4. Miscellaneous

1.4.1. Some people prefer to live in a big city, while others would like to live in a small town or in the country.

Those people who live in a big city and those who live in a small town or in the country lead different ways of life. We choose where to live according to our preferences and character.

There are a lot of advantages of living in a big city. Firstly, people have more opportunities to receive good education and to find a well-paid job there. In any city there are a lot of educational establishments and a great number of firms which need qualified specialists. Besides, there is a wide choice of entertainment in a big city. One can visit concert halls, theatres, museums, art galleries,

cinemas, clubs, restaurants, cafes, discos and what not. To my mind, a big city gives people all modern conveniences and cultural opportunities. However, it is well-known that citizens suffer from a great number of problems such as traffic jams, huge crowds of people, dirty public transport and many others. Living in a big city is dangerous to your health. Factories emit tons of harmful chemicals; cars exhaust toxic gas and the air is so dirty that it is hard to breathe. That is why a lot of people prefer living in the country to living in a big city. In a village one can enjoy fresh air, beautiful nature and the quietness of provincial life.

To conclude, it's up to you to decide whether to live in a city or in the country. But I think that if you are tired of noise, illumination and crowds, you can always leave a city and have a rest in the country to improve your health or just for a change of scene.

1.4.2. Some people say that it is impossible to feel lonely in a big city. However, others believe that quite a lot of citizens suffer from loneliness.

It is rather difficult to live in the world of strangers, that's why people need friends. They give us a sense of being protected, emotional comfort and moral support. But is it easy to make friends when you live in a big city? To my mind, loneliness is a wide-spread problem nowadays. Living in a big city many people often feel that they are not noticed because of the fast pace of city life. You can stand on the street for several hours and nobody will pay attention to you. Sometimes you feel as if you suddenly became invisible. A big city is a place where millions of people live and work, but still it is very difficult to find a devoted friend in this indifferent crowd. City life absorbs people and makes them forget about such essential things as rest, recreation or friendship. So you can feel lonely even if you are surrounded by hundreds, thousands or millions of people. On the other hand, the city offers you a wide choice of places where you can relax and meet somebody. You can visit clubs, restaurants, cafes, discos, theatres, museums, art galleries, libraries, cinemas, parks, health clubs and what not. A sociable person can easily communicate with other people and make friends with them. So if you are a good mixer, if you are always optimistic and have a sense of humour, you will hardly feel lonely.

To sum up, I think that a big city gives you a lot of opportunities, but sometimes it can be cold, remote and indifferent. The main thing is not to despair, but to try to find friends.

1.4.3. Some people believe that English should be the only foreign language taught at school. Others think that German, French and Spanish should continue.

There are 6000 languages spoken throughout the world. Some of them including English, French, German, Spanish, Russian and Arabic are considered to be languages of wider communication around the world. I think it is very difficult for an average pupil to learn two or more foreign languages because there are a lot of other subjects at school. To my mind, only English should be taught at all schools because it has long been accepted to be a global language. It is the language of science, culture, international politics and economy. Besides, it is the language of most international business deals and organizations. If you speak English fluently, you can communicate with people of different nationalities. I believe that it is better to know one language perfectly than to speak in broken German, French and Spanish. But nowadays many people learn two or more languages. Some of them find it necessary to acquire a second language for practical purposes such as business. Other people are just interested in foreign languages. Furthermore, learning foreign languages has a great number of advantages. People who learn foreign languages expand their horizons and improve their thinking abilities. They enjoy social and employment advantages and they have the chance to get a better job than people who speak only one language. In addition, a person who speaks several languages sees the world from two or more perspectives.

To sum up, it's up to you to decide whether to learn one or several foreign languages. Anyway, if you speak several languages, you have more chances to make a career and to be successful.

1.4.4. Most people say that the English language should be learnt in England. Others believe that one can easily learn English in one's country.

People have always tried to find the fastest and easiest way to learn languages. Is it better to go to the country whose language they study or to stay at home and read textbooks?

Nowadays millions of people learn English because it has become a global language. Personally, I think that it is easier to learn and improve your English in England. Firstly, you will not have an opportunity to speak your own language and you will enjoy "total immersion". You will meet different people and have a lot of speaking practice. To my mind, speaking to Englishmen or listening to their speech is absolutely different from sitting in the classroom with a tape recorder and headphones and repeating some phrases after the speaker's monotonous

voice. What is more, while in England you will be able to see many places of interest and to learn more about the English traditions and lifestyle.

However, a lot of people don't have an opportunity to go to England. So they have to learn English in their own country. Nowadays everybody can use the Internet to make friends with people from English-speaking countries and to write e-mails. It is also very useful to watch TV programmes and feature films in English. Besides, you should not forget about English books, magazines and newspapers.

In conclusion, I would like to say it is up to you to decide where to learn English, but if I had an opportunity I would certainly go to London to reinforce what I have learnt from books and to put it into practice.

1.4.5. A number of people believe that a country is successful if it is ruled by a clever politician. Others say that an only person doesn't make the image of a country.

I have always wondered if an individual can create the image of a country. There were quite a lot of clever politicians in the world's history, but it is difficult to say whether an only person can cause important changes in ordinary people's lives.

In my opinion, the politician who rules a country has quite an impact on its politics, economy and culture. Every country needs a wise, powerful and intellectual politician at the head. There is no doubt that the leader of each country holds a lot of power in his hands. That is why he can make significant changes in different spheres of people's lives such as education, health services, business and many others. What is more, the leader of a country plays an important role in foreign policy. He carries on negotiations with other politicians, maintains diplomatic relations with other countries, signs treaties and what not.

However, a lot of people are convinced that an only person can't make the image of a country because every leader must take the opinion of his assistants into consideration and work in a team. Besides, even the cleverest politician can't rule forever. For example, in our country the leader is elected every four years. But I think that if the leader of a country is a charismatic person, he has good chances to make ordinary people believe him and admire his personality.

To sum up, I believe that the image of every country doesn't only depend on its leader, but also on many other people. And of course, it depends on ordinary people who take part in elections.

1.4.6. Some people don't care about advertising, while others say that advertisements and commercials may be very harmful.

Nowadays advertisements can be seen everywhere: in newspapers and magazines, on the sides of buses, walls of buildings, shopping carts, subway platforms and trains. Advertisements are often placed anywhere people can easily see them. Recently television, radio and the Internet have become major advertising media.

Personally, I seldom pay attention to advertisements and commercials. But some commercials are skilfully made and resemble short films. Consumers, TV stars, industry professionals and scientists are often asked to share their opinion about the product which is advertised. Broadcasters don't want the public to switch the channel during commercials, that's why they are becoming interesting and entertaining. However, no matter how tempting they are, ads and commercials will hardly win my confidence and make me buy some product. Quite a lot of people find advertising rather obtrusive and annoying. Indeed, it is very unpleasant when your favourite film or soap opera is constantly interrupted by commercials. They reach and motivate large audiences and make people buy a lot of useless things. Advertisements and commercials can even be harmful. For example, cigarette or beer advertising can increase the consumption of these goods and cause problems with health. In the USA food advertising targeting children was an important factor in the epidemic of childhood obesity. As a rule children believe all advertisements as they can't determine the truthfulness of the message. Some ads are untrue or even offensive.

To sum up, advertising is necessary for economic growth, but the government must regulate the content and the influence of ads and commercials. Advertising must be legal, decent, honest and truthful.

1.4.7. Some people prefer buying pirate CDs and DVDs. However, others say that piracy must be banned.

Nowadays selling pirate CDs and DVDs is a profitable business. Producing compact discs and digital video disks brings criminal dealers a lot of money.

To my mind, selling pirate CDs and DVDs is a kind of theft because people who sell them exercise one of the exclusive rights of the copyright holder without authorization. Legal producers of CDs and DVDs suffer considerable losses. Buying pirate production consumers support the seller's unauthorized actions. What is more, the quality of these disks usually leaves much to be desired. So if

you don't want to waste your money and to lose your good spirits, you'd better not buy bad production. I am sure that it is necessary for governments to provide criminal sanctions for selling pirate CDs and DVDs. On the other hand, disks of good quality are usually rather expensive and not everybody can afford to buy them. Besides, pirates sell the latest records and so we are able to watch new films or listen to new songs. That is why a lot of people continue buying pirate CDs and DVDs. However, I think it is better to go to the movies or to buy qualitative CDs and DVDs if you want to enjoy good films or music.

To conclude, if we don't buy pirate disks, their producers will not get a profit; bad CDs and DVDs will disappear and it will improve the country's economy.

1.4.8. Some people are sure that if we want to build relationships successfully, we must have good manners. However, others say that nowadays good manners are not as important as they used to be.

If you don't live on a desert island, you meet different people and communicate with them every day of your life. Everybody wants to build good relationships with his or her relatives, friends and colleagues. However, not everybody knows how to behave in order to win other people's love and respect. Personally, I think that it is very important to be well-bred and to behave properly in different situations. A person who has good manners always produces a good impression. Politeness and the ability to understand other people will help you build good relationships and they will make your life easier. To my mind, nobody wants to communicate with people who are always late, who can't cope with their negative emotions, who don't respect other people's point of view and who are constantly irritated and moody. We should always remember that our words and behaviour may be offensive to other people and may hurt their feelings.

However, some people do not know how to behave well. What is more, they prefer to ignore the rules of etiquette. They often interrupt their interlocutor, speak on a cell phone during a meeting, point or stare at people and yawn in somebody's presence. In my opinion, if a person is ill-bred and often forgets about politeness and punctuality, he or she is not likely to command other people's respect.

To sum up, people should never think that the rules of etiquette are useless and unnecessary. Everybody is expected to have good manners. In this case our lives will become simpler and more pleasant and social interactions will run more smoothly and successfully.

1.4.9. Some people think it is important to be honest, while others say that there is hardly a person in the world who has never told a lie.

Lying is quite natural and people often do it in case of emergency, intentionally or even without any reason. Is it all right to tell a lie or must we be honest all the time?

I believe that a person who always lies, cheats and deceives other people will never have any real friends. At the same time it is very difficult to communicate with people who are very direct and say exactly what they think. Sometimes telling the truth may hurt other people's feelings. For example, your friend has had her hair done and asks what you think of her hair-do. To your mind, she looks terrible. But I think that in such a situation it would be better to tell a white lie because it does not harm anyone. One may also tell a lie with the intention to help another person or even to save somebody's life. But unfortunately, most people lie to save their face, to derive some benefit or to avoid a punishment. Sometimes their dishonesty can be criminal. For instance, some people tell a lie after promising to tell the truth in a court of law. But lying often makes things worse, especially after it has been discovered. Discovery of a lie may spoil one's reputation or lead to social or legal sanctions. Besides, you can't lie all the time.

To conclude, if you want to be trusted and respected, you should be open and sincere. But in some cases truth may be blunt and rude, so it is better to tell a white lie in order to remain tactful and polite.

1.4.10. Some people have a lot of wishes and plans, but they think they will never come true. Others say that you must believe in yourself and success will come to you.

Does success come to a person or does a person go to success? A lot of people believe that if you want to succeed, you must work hard. But sometimes it is not enough to be industrious and persistent.

Personally, I believe that self-confidence and the ability to convince people are necessary for every successful person. Even if you try to persuade people that your dog is cleverer than any human, you must be so sure about it that you can make everybody believe in what you are talking about. Belief in yourself is very important. If you stammer and look confused, if you doubt your own knowledge, skills and abilities, you will hardly succeed.

Many people want to make a career, to win fame, to invent something that will change our lives and to make the world a little better. But they think these are only dreams and they don't believe that they are meant to be great. In other words, they don't believe in their own success. Such people think that famous scientists, sportsmen, politicians and celebrities have achieved success because they are super-talented. But to my mind, they are not super humans. The most common thing about all well-known people is that they all have incredible belief in themselves. In my opinion, everybody has the potential to become whatever they want, but people have to do a lot to achieve their goal.

To conclude, you are the one responsible for whether or not you will succeed. You should develop your inner confidence because nobody can give it to you. And when you have developed it, nobody can take it away.

1.4.11. Some people think that time management skills are not important for success in both their work and home life. Others are convinced that it is essential to make good use of their time.

According to some estimates, people waste about 2 hours per day. Others waste even more time and feel disappointed and dissatisfied. They find it difficult to keep appointments, meet deadlines or show up on time for personal engagements. Such people do not know how they can make their time more productive.

To my mind, time management skills are essential for personal and career success. If you don't use your time wisely, you can never get it back. When you are late for an appointment, it can reflect badly on your reputation. What is more, poor management of your time can result in lost promotions, failed job interviews, constant fatigue and stress. Many people failed to make a career because they did not find the time to do it.

However, some people still think that learning time management techniques is difficult and unnecessary. So they continue wasting time on unimportant activities such as gossiping, watching TV, playing computer games, writing messages to their friends, taking coffee breaks and so on. As a rule it adds nothing to their lives and prevents them from doing things that are really important to them. I strongly feel that such activities are just a waste of time and energy.

To sum up, time management skills help you use the time that you have in better ways. They can also help you reduce wasted time and energy and become more creative and productive. Consequently, you will have more balance and fulfillment in your life. Remember that "time is money".

1.4.12. A sense of humour is usually considered to be one of the most important human features. However, some people say that humour is not always good.

The ability to understand and enjoy funny things is called a sense of humour. A person's understanding of humorous things and situations depends on his or her age, gender, nationality, education, intelligence, culture and mood. Many people wonder if we can we live without humour.

I think we can't. When you are in a tight corner, when you feel tired or irritated, when the atmosphere becomes tense and it is necessary to break the ice, the best way out is to joke. Jokes will help you settle a conflict, reduce tension between people and change something horrible into something funny. It is always interesting to communicate with a person who has a sense of humour. He or she can tell you an amusing story, an anecdote or a joke. What is more, there is an old saying that laughter is the best medicine. Scientists have found out that it can reduce the risk of heart disease and it makes the body release pleasure chemicals. So people who often laugh are healthier, happier and live longer.

However, humour is not always appropriate. A joke may provoke a quarrel and hurt other people's feelings. Sometimes jokes can point at a problem better than any serious statement. In some situations humour may be completely misunderstood. Some jokes are silly, rude and even offensive. What is more, a bad joke may even turn best friends into sworn enemies

To sum up, a sense of humour is important for everybody. People who lack it are often dull and grumbling. To my mind, humour makes our lives more interesting and helps us cope with many difficulties and problems,

1.4.13. Some people believe in luck, while others say that it doesn't exist.

We often wish each other "Good Luck!" Some of us believe that there is the power which is supposed to be the cause of all events. At the same time many people say that it is silly to believe in luck.

Personally, I think that certain objects or rituals can bring me luck. I often wear a "lucky" sweater to attract fortune, use a special pen during tests or cross my fingers. It helps me to be more optimistic and to have better moods. I also believe that some people are luckier than others. But a lot of people are rather sceptical. They say that it is silly to wait for something good to happen. According to them, it is better to work hard and to listen to your intuition if you want to be happy and successful. Besides, you

should be optimistic and have a relaxed attitude to life. If you don't think about bad things, everything will be all right. In my opinion, it is good to rely only on our own powers, but it is very exciting to believe in some supernatural power that may change your life for the better.

To conclude, it is up to you to decide whether to believe in luck or not. Anyway, you should "put your trust in God and keep your powder dry".

1.4.14. Some people say they don't care about philosophy. Others are convinced that it helps us to live.

Philosophy is the love of wisdom. It deals with general and fundamental problems. A lot of famous writers, poets and scientists were philosophers too. However, nowadays some people say they don't understand why we need philosophy. So is philosophy really important and could we live without it? I strongly feel that philosophy is an essential part of people's lives. Most of us have a philosophy on life. Everybody has an idea of what is right and what is wrong. A lot of people believe somebody else's philosophy. We often share the ideas of some religious or political leaders. Some people are true philosophers: they want to know what we live for; they spend much time thinking and asking questions.

But philosophy can also cause misunderstanding and conflict between people. Some of us choose one philosophy to believe, while others choose a different philosophy. As a result, people begin arguing and try to make others change their mind. It prevents them from working together and slows down progress. But I believe that the existence of different philosophical schools proves that people have always tried to gain a better understanding of nature and the essence of life.

To sum up, philosophy helps us understand ourselves and other people better. In my opinion, it encourages people to think, to understand different subjects more deeply and helps them make right decisions.

1.4.15. Some people say that one should analyze the situation before making a decision. Others believe that it is better to rely on one's intuition.

Intuition has been the subject of study in psychology, as well as a topic of interest in the supernatural. Many people wonder whether it is worth relying on their intuition.

I strongly feel that the guiding role of intuition should not be ignored or underestimated. It helps us pattern our behaviour and make right decisions in

uncertain situations and unknown areas. People of different nationalities, professions and ages use intuitive judgment. Minor or major decisions are often made based on instinct and feeling, even when the reason for the feeling is unclear. We sometimes have an impulse that we should or shouldn't do something. And these sudden decisions that are difficult to explain turn out to be the best ones. Besides, in some situations intuition can save people's lives.

However, not everybody recognizes and trusts his intuitive information. Some people don't believe that it is worth relying on intuition. They think that it is eccentric and irrational. Of course, there are many situations where analysis and rationality are superior to intuition. For instance, intuition may not be helpful in determining another's personality. The situation may not give the observer an opportunity to see the traits that would indicate the personality. But to my mind, there are many situations when our intuition can help us find the right answer to the most complicated question.

To conclude, I think that people should listen to their inner voice which is sometimes an excellent guide. We should also develop our intuition and try to understand how it operates and analyze the situations when it helped us.

1.4.16. Some people say that ambitiousness is a wonderful quality, while others believe that it is not so good to be ambitious.

Ambitious people have a strong desire to gain a particular objective. They want to succeed or to gain fame, power and wealth. In the history of humankind there are many examples of people who were extremely ambitious, for better and for worse.

Personally, I think that society cannot survive without ambitious people. Ambition implies work and discipline to achieve goals. Ambitious people always know what they want and work hard in order to succeed. For instance, such people as Bill Gates, Condoleezza Rice or Tiger Woods have become famous, rich and powerful because they are ambitious and hard-working. On the other hand, it is considered that the ambitious person ignores the collectively. Such people are socially detached, they are on their own. They wish to rise above other people. The ambitious man or woman sees the world as a battle. Rivalry is his or her principal emotion. Ambitious people sometimes believe that what they want for themselves is good for everyone and that the satisfaction of their own desires is the most important thing. The ambitious individual is also convinced that the rewards of ambition — wealth, success, power — are worthy of the sacrifices made on ambition's behalf. But I believe

that a person should not sacrifice his or her family or health for distinction or material goods.

To conclude, it is difficult to imagine the world without ambitious people. Our lives would probably become better: without disappointments, conflict, anxiety, tension and stress. People would be healthier and they would live longer. Time would stretch on and on, with ambition long departed from the human heart. And our life would become extremely boring.

1.4.17. A lot of people would like to become famous actors, singers or musicians. Others say that publicity can be a terrible thing.

Most people dream of being famous. They admire different celebrities whose photographs are published on almost every page of many newspapers and magazines. The mass media has created "the cult of celebrity". But is it really wonderful to be well-known?

On the one hand, famous people have expensive cars and luxurious houses. They spend their time travelling, meeting interesting people and having crazy parties. They lead exciting and glamorous lives. Besides, celebrities enjoy everybody's admiration. In my opinion, it is rather pleasant to be recognized by ordinary people and to receive much attention.

On the other hand, if you are a star, you can forget about privacy. Paparazzi follow famous people around, newspapers and magazines publish unreliable information and spread rumours. The life of celebrities may be spoilt by fans that get their telephone numbers, wait for them after concerts, send messages and love-letters to them and follow them everywhere. Famous people often have to disguise themselves and spend much money on security. What is more, celebrities often get tired of their stressful lifestyle and feel depressed. That is why they begin smoking, drinking and taking drugs.

To sum up, publicity doesn't only lead to success, admiration and richness. It is also the reason for envy, stress, extreme fatigue and the impossibility to escape public attention. Many stars would like to become common people at least for one day so that not to be recognized in the streets.

1.4.18. Most people admire glamorous celebrities and want to lead the same lives they do. However, others say that glamour is not as magical as it seems to be.

Nobody heard anything about glamour some years ago. But the situation has changed drastically lately. Today many women and girls buy fashion magazines

and dream of becoming glamorous and alluring. But is glamorous life as wonderful as it seems to be?

When I hear the word "glamour" I think about a person who is beautiful and extremely fashionable and who excites everybody's admiration. To my mind, glamour is the power of attraction, fascination and enchantment. Hollywood movie stars are often seen as particularly glamorous. I admire their beauty, elegance and style. Stars wear expensive clothes and jewellery, drive luxurious cars and live in wonderful mansions. They lead glamorous lives: travel all over the world, meet famous people, dine in the best restaurants, go to expensive beauty salons and spas and have crazy parties.

However, a glamorous person produces an impression which is usually better than the reality. Most stars wear bright make-up, fashionable hairdos and clothes that make them more attractive, but many of them are not so beautiful in real life. These glittering social butterflies only pretend to be glamorous. Their beauty is artificial and some of them don't really like their image. When their fans and paparazzi don't see them, celebrities put on plain jeans and a T-shirt and you will hardly recognize them if you run into them in the street. Nevertheless, most ordinary people envy celebrities and their way of life.

To conclude, glamour is a by-product of show business. A glamorous life may be not as dazzling as we think. Some celebrities are really tired of their glamorous lives.

SECTION C. Cases for discussion with arguments and counter-arguments: key words.

1. ‘World governments should conduct serious campaigns against smoking’

If you smoke and you still don't believe that there's a definite link between smoking and bronchial troubles, heart disease and lung cancer, then you are certainly deceiving yourself. No one will accuse you of hypocrisy. Let us just say that you are suffering from a bad case of wishful thinking.

This needn't make you too uncomfortable because you are in good company. Whenever the subject of smoking and health is raised, the governments of most countries hear no evil, see no evil and smell no evil. Admittedly, a few governments have taken timid measures. In Britain, for instance, cigarette advertising has been banned on television. The conscience of the nation is appeased, while the population continues to puff its way to smoky, cancerous death.

You don't have to look very far to find out why the official reaction to medical findings have been so like-warm. The answer is simply money. Tobacco is a wonderful commodity to tax. It's almost like a tax on our daily bread. In tax revenue alone, the government of Britain collects enough from smokers to pay for its entire educational facilities. So while the authorities point out ever so discreetly that smoking way, conceivably, be harmful, it doesn't do to shout too loudly about it.

This is surely the most short-sighted policy you could imagine. While money is eagerly collected in vast sums with one hand, it is paid out in increasingly vaster sums with the other. Enormous amounts are spent on cancer research and on efforts to cure people suffering from the disease. Countless valuable lives are lost. In the long run, there is no doubt that everybody would be much better off if smoking were banned altogether.

Of course, we are not ready for such drastic action. But if the governments of the world were honestly concerned about the welfare of their peoples, you'd think they'd conduct aggressive anti-smoking campaigns. Far from it! The tobacco industry is allowed to spend staggering sums on advertising. Its advertising is as insidious as it is dishonest. We are never shown pictures of real smokers coughing up their lungs early in the morning. That would never do. The advertisements always depict virile, clean-shaven young men. They suggest it is manly to smoke, even positively healthy! Smoking is associated with the great open-air life, with beautiful girls, true love and togetherness. What utter nonsense!

For a start, governments could begin by banning all cigarette and tobacco advertising and should then conduct anti-smoking advertising campaigns of their own. Smoking should be banned in all public places like theatres, cinemas and restaurants. Great efforts should be made to inform young people especially of the dire consequences of taking up the habit. A horrible warning – say, a picture of a death' head – should be included in every packet of cigarettes that is sold. As individuals we are certainly weak, but if governments acted honestly and courageously, they could protect us from ourselves.

The argument: key words

1. Definite link: smoking and bronchial troubles, heart disease, lung cancer.
2. Governments hear, see, smell no evil.
3. A few governments: timid measures.
4. E.g. Britain: TV advertising banned; nation's conscience appeased; cancerous death.
5. Official reactions to medical findings: lukewarm.
6. Tobacco: source of revenue. E.g. Britain: tobacco tax pays for education.
7. A short-sighted policy.
8. Enormous sums spent fighting the disease; lives lost.
9. Smoking should be banned altogether.
10. We are not ready for such drastic action.
11. But governments, if really concerned, should conduct aggressive antismoking campaigns.
12. The tobacco industry spends vast sums on advertising.
13. Advertising: insidious, dishonest.
14. Never shown pictures of real smokers coughing up lungs, only virile young men.
15. Smoking associated with great open-air life, beautiful girls, togetherness. Nonsense!
16. All advertising should be banned; anti-smoking campaign conducted.
17. Smoking should be banned in public places.
18. Young people should be warned, dire consequences.
19. Warning, death's head, included in every packet.
20. Governments should protect us from ourselves.

The counter-argument: key words

1. There are still scientists who doubt smoking/cancer link.

2. People who don't smoke should keep quiet.
3. Smoking brings many psychological benefits:
4. Relieves stresses of everyday life: provides constant consolation.
5. E.g. we smoke when taking exams, worried, bereaved, etc.
6. Associated with good living; social contacts made easier.
7. Smoking is very enjoyable: relaxing, e.g., with a cup of coffee; after a meal, etc.
8. It's absurd to suggest we ban it after so many hundreds of years.
9. Enormous interests involved: governments, tobacco growers, tobacco industries, retail businesses.
10. Tax apart, important source of income to many countries: e.g. USA, Rhodesia, Greece, Turkey.
11. People should be free to decide, not bullied by governments; banning is undemocratic.
12. The tobacco industry spends vast sums on medical research.
13. Improved filters have resulted; e.g. Columbia University.
14. Now possible to smoke and enjoy it without danger.

2. 'TELEVISION IS DOING IRREPARABLE HARM'

"Yes, but what did we use to do before there was television?" How often we hear statements like this! Television hasn't been with us all that long, but we are already beginning to forget what the world was like without it. Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilized pleasures. For instance, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. All that belongs to the past. Now all our free time is regulated by the "goggle box". We rush home or gulp down our meals to be in time for this or that programme. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do — anything providing it doesn't interfere with the programme. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a programme, he is quickly silenced.

Whole generations are growing up addicted to the telly. Food is left uneaten, homework undone and sleep is lost. The telly is a universal pacifier. It is now standard practice for mother to keep the children quiet by putting them in the living-room and turning on the set. It doesn't matter that the children will watch

rubbishy commercials or spectacles of sadism and violence — so long as they are quiet.

There is a limit to the amount of creative talent available in the world. Every day, television consumes vast quantities of creative thinking and work. That is why most of the programmes are so bad: it is impossible to keep pace with the demand from reality and maintain high standards as well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions which obtain in pre-literate communities. We become utterly dependent on the two most primitive media of communication: pictures and the spoken word.

Television encourages passive enjoyment. We become content with second-hand experiences. It is so easy to sit in our armchairs watching others working. Little by little, television cuts us off from the real world. We get so lazy, we choose to spend a fine day in semi-darkness, glued to our sets, rather than go out into the world itself. Television may be a splendid medium of communication, but it prevents us from communicating with each other. We only become aware how totally irrelevant television is to real living when we spend a holiday by the sea or in the mountains, far away from civilization in quiet, natural surroundings. We quickly discover then how little we miss the hypnotic tyranny of King Telly.

The argument: key words

1. Beginning to forget what we did before television.
2. Always occupied our spare time; enjoyed civilized pleasures.
3. E.g. hobbies, entertaining, outside amusements: theatres, etc.
4. Even used to read books, listen to music, broadcast talks.
5. Free time now regulated by television.
6. Rush home, gulp food; sandwich, glass of beer.
7. Monster demands: absolute silence and attention; daren't open your mouth.
8. Whole generations growing up addicted; neglect other things.
9. Universal pacifier: mother and children.
10. Children exposed to rubbishy commercials, violence, etc.
11. Limit to creative talent available.
12. Therefore many bad programmes; can't keep pace with demand.
13. World becomes a village; pre-literate society; dependent on pictures and words.
14. Passive enjoyment; second-hand experiences; sit in armchairs, others working.
15. Cut off from real world.
16. Become lazy, glued to sets instead of going out.
17. Television totally irrelevant to real living.
18. E.g. holiday, natural surroundings; never miss hypnotic tyranny.

The counter-argument: key words

1. Nobody imposes TV on you. If you don't like it, don't buy a set – or switch off!
2. We are free to enjoy 'civilized pleasures' and still do.
3. Only when there is lack of moderation can TV be bad - true for all things.
4. People sometimes feel guilty watching TV; absurd idea.
5. If you boast you don't watch TV, it's like boasting you don't read books.
6. Must watch to be well-informed.
7. Considerable variety of programmes; can select what we want to see.
8. Continuous cheap source of information and entertainment.
9. Enormous possibilities for education: e.g. close-circuit TV - surgery.
10. Schools broadcasts; educating adult illiterates; specialised subjects: e.g. language teaching.
11. Education in broadest sense: ideals of democracy; political argument, etc.
12. Provides outlet for creative talents.
13. Many playwrights, actors, etc., emerged from TV.
14. Vast potential still waiting to be exploited: colour TV; world network: communication via satellite.
15. TV is a unifying force in the world.

3. 'Any form of education other than co-education is simply unthinkable'

Imagine being asked to spend twelve or so years of your life in a society which consisted only of members of your own sex. How would you react? Unless there was something definitely wrong with you, you wouldn't be too happy about it, to say the least. It is all the more surprising therefore that so many parents in the world choose to impose such abnormal conditions on their children — conditions which they themselves wouldn't put up with for one minute!

Any discussion of this topic is bound to question the aims of education. Stuffing children's heads full of knowledge is far from being fore-most among them. One of the chief aims of education is to equip future citizens with all they require to take their place in adult society. Now adult society is made up of men and women, so how can a segregated school possibly offer the right sort of preparation for it? Anyone entering adult society after years of segregation can only be in for a shock.

A co-educational school offers children nothing less than a true version of society in miniature. Boys and girls are given the opportunity to get to know each other, to learn to live together from their earliest years. They are put in a position

where they can compare themselves with each other in terms of academic ability, athletic achievement and many of the extracurricular activities which are part of school life . What a practical advantage it is (to give just a small example) to be able to put on a school play in which the male parts will be taken by boys and the female parts by girls! What nonsense co-education makes of the argument that boys are cleverer than girls or vice-versa . When segregated boys and girls are made to feel that they are a race apart. Rivalry between the sexes is fostered. In a co-educational school, everything falls into its proper place.

But perhaps the greatest contribution of co-education is the healthy attitude to life it encourages. Boys don't grow up believing that women are mysterious creatures — airy goddesses, more like book-illustrations to a fairy-tale, than human beings, Girls don't grow up imagining that men are romantic heroes. Years of living together at school dispel illusions of this kind. There are no goddesses with freckles, pigtails, piercing voices and inky fingers. There are no romantic heroes with knobby knees, dirty fingernails and unkempt hair. The awkward stage of adolescence brings into sharp focus some of the physical and emotional problems involved in growing up. These can better be overcome in a co- educational environment. Segregated schools sometimes provide the right conditions for sexual deviation. This is hardly possible under a co- educational system. When the time comes for the pupils to leave school, they are fully prepared to enter society as well-adjusted adults. They have already had years of experience in coping with many of the problems that face men and women.

The argument: key words

1. Imagine spending 12 years with members of own sex. Reactions? - wouldn't enjoy it.
2. Many parents impose these conditions on their children.
3. Discussion of topic must question aims of education.
4. Not only accumulation of knowledge.
5. Equipping future citizens for adult society.
6. Segregated schools: not the right sort of preparation.
7. Co-educational school: society in miniature.
8. Boys and girls learning to live together.
9. Can compare themselves: academic and athletic abilities; school activities.
10. Many practical advantages: e.g., school plays.
11. Boys and girls not made to feel a race apart.
12. Co-education encourages healthy attitudes to life.
13. Boys: no illusions about women: airy goddesses.

14. Girls: no illusions about men: romantic heroes.
15. No goddesses with freckles, pigtails, piercing voices, etc.
16. No romantic heroes with knobby knees, dirty fingernails, etc.
17. Physical and emotional adolescent problems best overcome in coeducational environment.
18. Sexual deviation hardly possible.
19. Pupils enter society as well-adjusted adults.

The counter-argument: key words

1. School is not a miniature society.
2. It is highly artificial; unrelated to outside world.
3. It is a training ground: a very special society in its own right.
4. Many teachers claim better work done in segregated schools.
5. Greater achievements academically, socially, in athletics, etc.
6. Children from segregated schools have greater self-confidence when they leave.
7. Many more practical advantages in segregated schools: e.g, administration.
8. Adolescent problems better dealt with - easier for teachers to handle.
9. Sexual deviations, greatly exaggerated.
10. No distractions - co-educational schools often lead to disastrous early marriages.
11. Segregated schools have successfully existed for centuries: a proof of their worth.
12. In many countries, the most famous schools are segregated.
13. Thousands of great men and women attended segregated schools: e.g., Churchill.

3. ‘Camping Is The Ideal Way Of Spending a Holiday’

There was a time when camping was considered to be a poor way of spending a holiday; Ok for boy scouts and hard-up students, but hardly the thing for sophisticated, comfort-loving adults. The adults have at last discovered that the boy scouts have really been on to a good thing all these years. If you go camping, it no longer means that you will be bitten to death by mosquitoes; have to drink brackish coffee; live on corned beef; suffocate or freeze in a sleeping-bag; hump gargantuan weights on your back. Camping has become the great pursuit of motorists the world over. All the discomforts associated with it have been miraculously whisked away. For a modest outlay, you can have an elaborate affair which resembles a

portable bungalow, complete with three bedrooms, a living-room, a kitchen and a porch. The portable furniture is light and comfortable; the gas stove brews excellent coffee or grills a tender steak; the refrigerator keeps the beer and ice-cream cold; and as for a good night's rest, well, you literally sleep on air. What more could you want?

No wonder the great rush is on. You see, camping has so much to offer. You enjoy absolute freedom. You have none of the headaches of advance hotel booking or driving round and round a city at midnight looking for a room. There are no cold hotel breakfasts, no surely staff to tip. For a ludicrously small sum, you can enjoy comforts which few hotels could provide.

Modern camping sites are well equipped with hot and cold running water and even shops and dance floors! Low-cost holidays make camping an attractive proposition. But above all, you enjoy tremendous mobility. If you don't like a place, or if it is too crowded, you can simply get up and go. Conversely, you can stay as long as you like. You're the boss.

And then there's the sheer fun of it-especially if you have a family. Moping around a stuffy hotel room wondering what they are going to give you for dinner is a tedious business. By comparison, it's so exciting to arrive at a camp site, put up your tent and start getting a meal ready. You are active all the time and you are always close to nature. Imagine yourself beside some clear stream with mountains in the background. Night is falling , everything is peaceful-except for the delightful sound of chops sizzling in the pan! Camping provides you with a real change for everyday living .You get up earlier, go to bed earlier, develop a hearty appetite. You have enormous opportunity to meet people of various nationalities and to share your pleasures with them. People are so friendly when they are relaxed. How remote the strained world of hotels seems when you are camping! How cold and unfriendly the formal greetings that are exchanged each day between the residents! For a few precious weeks in the year, you really adopt a completely different way of life. And that's the essence of true recreation and real enjoyment.

The argument: key words

1. Camping once considered poor way of spending holiday: boy scouts, students; no longer so.
2. No inconveniences (e.g. mosquitoes; brackish coffee; corned beef; freeze, suffocate in sleeping-bag; hump great weights).
- 3.Pursuit of motorists everywhere: no discomforts.
4. Modest sum: insulated tent.

5. Large sum: portable bungalow; three bedrooms, kitchen, etc.
6. Portable furniture: gas stove: coffee, steak; refrigerator: beer, icecream.
7. Sleep on air.
8. The great rush is on; camping offers absolute freedom.
9. No advance hotel booking; driving round cities at midnight.
10. Low cost holidays; many comforts at modern sites: e.g. hot, cold water, even dance floors!
11. Great mobility: go or stay as you please.
12. Sheer fun of it: especially with family.
13. No moping round hotel rooms wondering about dinner.
14. Exciting to arrive at site, put up tent; prepare meal.
15. Always active j always close to nature.
16. Imagine clear stream; mountains; chops sizzling in pan.
17. A real change: get up early, go to bed early; hearty appetite.
18. Great opportunity to meet people; everyone relaxed, friendly.
19. Adopt completely different way of life: essence of relaxation, enjoyment.

The counter-argument: key words

1. Argument doesn't mention any inconveniences.
2. What about rain? Cold, mosquitoes, boring diet of fried food?
3. What about packing and re-erecting a wet tent?
4. What about vast number of things to be carried? Large car necessary.
5. Frequently setting up and disbanding house: enormously inconvenient and tedious.
6. Most real beauty spots are inaccessible by car: everything must be carried.
7. The real beauty spots have no amenities, not even running water.
8. Camping sites are not beauty spots: primitive living conditions; like ugly slums; each camper has little space.
9. Many official sites haven't even primitive amenities.
10. Camping sites can be just as crowded as hotels.
11. Camping is not a real holiday for the family.
12. Wife has to cook, etc., under primitive conditions; no change for her.
13. Husband must drive long distances; children get tired.
14. Even cheapest and simplest hotel provides rest and freedom from care for *everyone* in the family.
15. You get what you pay for; when camping, you don't pay much and don't get much.

5. 'New fashions in clothing are created solely for the commercial exploitation of women'

Whenever you see an old film, even one made as little as ten years ago, you cannot help being struck by the appearance of the women taking part. Their hair-styles and make-up look dated; their skirts look either too long or too short; their general appearance is, in fact, slightly ludicrous. The men taking part in the film, on the other hand, are clearly recognizable. There is nothing about their appearance to suggest that they belong to an entirely different age.

This illusion is created by changing fashions. Over the years the great majority of men have successfully resisted all attempts to make them change their style of dress. The same cannot be said for women. Each year a few so-called 'top designers' in Paris or London lay down the law and women the whole world over rush to obey. The decrees of the designers are unpredictable and dictatorial. This year, they decide in their arbitrary fashion, skirts will be short and waists will be high; zips are in and buttons are out. Next year the law is reversed and far from taking exception, no one is even mildly surprised.

If women are mercilessly exploited year after year, they have only themselves to blame. Because they shudder at the thought of being seen in public in clothes that are out of fashion, they are annually blackmailed by the designers and the big stores. Clothes which have been worn only a few times have to be discarded because of the dictates of fashion. When you come to think of it, only a woman is capable of standing in front of a wardrobe packed full of clothes and announcing sadly that she has nothing to wear.

Changing fashions are nothing more than the deliberate creation of waste. Maybe women squander vast sums of money each year to replace clothes that have hardly been worn. Women who cannot afford to discard clothing in this way, waste hours of their time altering the dresses they have. Hem-lines are taken up or let down; waist-lines are taken in or let out; neck-lines are lowered or raised, and so on.

No one can claim that the fashion industry contributes anything really important to society. Fashion designers are really important to society. Fashion designers are rarely concerned with vital things like warmth, comfort and durability. They are only interested in outward appearance and they take advantage of the fact that women will put up with any amount of discomfort, providing they look right. There can hardly be a man who hasn't at some time in his life smiled at the sight of a woman shivering in a flimsy dress on a wintry day, or delicately picking her way through deep snow in dainty shoes.

When comparing men and women in the matter of fashion, the conclusions to be drawn are obvious. Do the constantly changing fashions of women's clothes, one wonders, reflect basic qualities of fickleness and instability? Men are too sensible to let themselves be bullied by fashion designers. Do their unchanging styles of dress reflect basic qualities of stability and reliability? That is for you decide.

The argument: key words

1. In old films women look odd: hair-styles, make-up, dress.
2. Men, dearly recognizable; don't belong to different age.
3. This illusion created by changing fashions.
4. Most men have resisted fashion, but not women.
5. Top designers, Paris, London, lay down law; dictatorial.
6. One year, one thing; next year the reverse; no one is surprised.
7. Women mercilessly exploited; they are to blame.
8. Afraid to be seen in public in old-fashioned clothes.
9. Blackmailed by designers, big stores.
10. New clothes discarded; wardrobe full, but nothing to wear.
11. Changing fashions: the deliberate creation of waste.
12. Women waste money: throwaway new clothes. Waste time: alter hemlines, waist-lines, neck-lines, etc.
13. The fashion industry contributes nothing to society.
14. Designers not interested in important things: warmth, comfort, durability.
15. Interested only in outward appearance.
16. Women put up with great discomfort: e.g, winter.
17. Comparing men and women: obvious conclusions to be drawn.
18. Women: fickle, unstable?
19. Men, not bullied by designers, stable, reliable? You decide.

The counter-argument: key words

1. Fashion adds spice to life: colour, variety, beauty.
2. Women follow fashions to please themselves - and men!
3. The world a dull place if women always wore the same clothes.
4. There is no commercial exploitation: a huge demand for new styles always exists.
5. Mass production makes well-designed clothes cheap, available to everyone.

6. These days, men are fashion-conscious too: hair-styles, shirts, suits, shoes, etc.
7. Men in drab unimaginative clothes rapidly becoming a minority.
8. It's nonsense to draw conclusions about male-female characteristics from attitudes to fashion; only a man would do that.
9. Changing fashion is *not* the deliberate creation of waste.
10. Enormous industry, providing employment for vast numbers: e.g, sheep farmers, designers, textile mills, stores, etc.
11. Industrial research: new materials: nylon, rayon, terylene, etc.
12. Huge import-export business, important to world trade.
13. Psychological importance of being well-dressed: confidence in one's appearance very important.
14. Fashion contributes a great deal to society.

6. 'We should all grow fat and be happy'

Here's a familiar version of the boy-meet-girl situation. A young man has at last plucked up courage to invite a dazzling young lady out to dinner. She has accepted his invitation and he is overjoyed. He is determined to take her to the best restaurant in town, even if it means that he will have to live on memories and hopes during the month to come. When they get to the restaurant, he discovers that this ethereal creature is on a diet. She mustn't eat this and she mustn't drink that. Oh, but of course, she doesn't want to spoil his enjoyment. Let him by all means eat as much fattening food as he wants: it's the surest way to an early grave. They spend a truly memorable evening together and never see each other again.

What a miserable lot dieters are! You can always recognize them from the sour expression on their faces. They spend most of their time turning their noses up at food. They are forever consulting calories charts: gazing at themselves in mirrors; and leaping on to weighing-machines in the bathroom. They spend a lifetime fighting a losing battle against spreading hips, protruding tummies and double chins. Some wage all-out war on FAT. Mere dieting is not enough. They exhaust themselves doing exercises, sweating in sauna baths, being pummeled and massaged by weird machines. The really wealthy diet-mongers pay vast sums for "health cures". For two weeks they can enter a "nature clinic" and be starved to death for a hundred guineas a week. Don't think it's only the middle-aged who go in for these fads either. Many of these bright young things you see are suffering from chronic malnutrition: they are living on nothing but air, water and the goodwill of God.

Dieters undertake to starve themselves of their own free will so why are they so miserable? Well, for one thing, they're always hungry. You can't be hungry and happy at the same time. All the horrible concoctions they eat instead of food leave them permanently dissatisfied. "Wonder food is a complete food" the advertisement says. "Just dissolve a teaspoonful in water ..." A complete food it may be, but not quite as complete as a juicy steak. And, of course, they're always miserable because they feel so guilty. Hunger just proves too much for them and in the end they lash out and devour five huge guilt-inducing cream cakes at a sitting. And who can blame them? At least three times a day they are exposed to temptation. What utter torture it is always watching others tucking into piles of mouth-watering food while you munch a water biscuit and sip unsweetened lemon juice!

What's all this self-inflicted torture for? Saintry people deprive themselves of food to attain a state of grace. Unsaintry people do so to achieve a state of misery. It will be a great day when all the dieters in the world abandon their slimming courses; when they hold out their plates and demand second helpings.

The argument: key words

1. Boy-meets-girl situation: young man invites young lady to dinner.
2. She accepts; he's overjoyed; best restaurant in town.
3. She's on a diet; doesn't want to spoil *his* enjoyment.
4. Memorable evening; never see each other again.
5. Dieters: a miserable lot.
6. Sour expression on faces: always turning noses up at food.
7. Always consulting calorie charts; gazing at mirrors; weighing themselves.
8. Battle against: spreading hips; protruding tummies; double chins.
9. Some: all-out war on fat: exercises, sauna baths, etc.
10. The wealthy: health cures; starve for 100 guineas a week.
11. Not only middle-aged. Bright young things: malnutrition.
12. Dieters miserable because they are always hungry.
13. Eat horrible concoctions; always dissatisfied; e.g., 'Wonderfood' and juicy steak.
14. Feel guilt; hunger proves too much; eat five cream cakes.
15. Exposed to temptation three times a day.
16. Torture watching others eat; water biscuits, lemon juice.
17. Why all this torture?
18. Saints: deprive themselves: a state of grace. Others: a state of misery.
19. A great day when: dieters abandon slimming cures; demand second helpings.

The counter-argument: key words

1. It's a myth that all fat people are happy.
2. Dieters are usually fat people, or have tendency to get fat.
3. Obesity makes them objects of ridicule; miserable at school and as grown-ups.
4. Overweight is bad for health: leads to heart diseases, high blood pressure, etc.
5. Medical science has proved that animal fats, excessive sugar, carbohydrates, etc., are harmful.
6. Fat people therefore suffer psychologically and physically.
7. People diet for a number of very good reasons:
8. The ideal human form is slim.
9. Fat men and women are unattractive to look at.
10. Ready-made clothes are hard to obtain.
11. Fat people tire easily.
12. Insurance companies charge higher premiums.
13. Overeating is common in many societies.
14. Dieting is associated with sensible living.

7. 'The Younger Generation Knows Best'

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have a lot more money to spend and enjoy more freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Events which the older generation remembers vividly are nothing more than past history. This is as it should be. Every new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They are questioning the assumptions of their elders and disturbing their complacency. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity.

Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear drab gray

suits and convict haircuts? If we turn our minds to more serious matters, who said that human differences can best be solved through conventional politics or by violent means? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the rat race? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old - if they are prepared to admit it-could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not "sinful".

Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

The argument: key words

1. The young are not what they were: always true, generation to generation.
2. Today: the young are better educated; more money, freedom; grow up more quickly; less dependent on parents.
3. Do not blindly accept ideals of elders.
4. Events vividly remembered by older generation: past history.
5. Every generation different; today, difference very marked.
6. The old assume they know best: more experience.
7. The young question values and assumptions; disturb elders' complacency.
8. Old created best of all possible worlds?
9. The young reject conformity; regular office hours; freedom and responsibility are better.
10. Clothing: drab grey suits and convict haircuts best?
11. Serious questions: human differences best solved by conventional politics, violent means?
12. The old: unhappy personal lives ; mean ambitions; material possessions.
13. Rat-race: lost touch with important things.

14. Record of older generation past forty years, not spotless.
15. The old can learn from the young.
16. Enjoyment, not sinful: guiding principle for work and leisure; shed inhibitions.
17. Live in the present, not the past or the future.
18. Emphasis on the present: the shadow of the bomb; annihilation.
19. The young: question sanity of generation that bequeathed it.

The counter-argument: key words

1. The young do not seek responsibility: they evade it.
2. Too much money: they are spoilt.
3. Not interested in important questions; avoid involvement: e.g. major political issues, etc.
4. Interested only in themselves: *they* want material possessions (clothing, cars, etc.) without working for them.
5. The young should be grateful to older generation.
6. Older generation bequeathed peace and freedom which the young enjoy.
7. The older generation provided the young with good education, money to spend.
8. The older generation fought in two world wars; faced real problems.
9. The young have had everything easy.
10. The young cling to passing fashions: clothes, pop music, etc.
11. Mass hysteria: a modern phenomenon.
12. Too much freedom, immorality; the young are shameless.
13. Appearance of many young people: disgusting: long hair; dirty, scruffy, lazy.
14. The older generation too soft and kind with the young; a tougher policy might work wonders.
15. The young are unadventurous; lack noble ideals; too clever by half.
16. Outlook for the world very bleak.

8. 'Stricter Traffic Law can Prevent Accidents'

From the health point of view we are living in a marvelous age. We are immunized from birth against many of the most dangerous diseases. A large number of once fatal illnesses can now be cured by modern drugs and surgery. It is almost certain that one day remedies will be found for the most stubborn remaining diseases. The expectation of life has increased enormously. But though the possibility of living a long and happy life is greater than ever before, every day we witness the incredible slaughter of men, women and children on the roads. Man versus the motor-car! It is a never-ending battle which man is losing. Thousands of

people the world over are killed or horribly killed each year and we are quietly sitting back and letting it happen.

It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension of his personality. There is no doubt that the motor-car often brings out a man's very worst qualities. People who are normally quiet and pleasant may become unrecognizable when they are behind a steering-wheel. They swear, they are ill-mannered and aggressive, willful as two-years-olds and utterly selfish. All their hidden frustrations, disappointments and jealousies seem to be brought to the surface by the act of driving.

The surprising thing is that society smiles so benignly on the motorist and seems to condone his behaviour. Everything is done for his convenience. Cities are allowed to become almost uninhabitable because of heavy traffic; towns are made ugly by huge car parks; the countryside is desecrated by road networks; and the mass annual slaughter becomes nothing more than a statistic, to be conveniently forgotten.

It is high time a world code were created to reduce this senseless waste of human life. With regard to driving, the laws of some countries are notoriously lax and even the strictest are not strict enough. A code which was universally accepted could only have a dramatically beneficial effect on the accident rate. Here are a few examples of some the things that might be done. The driving test should be standardized and made far more difficult than it is; all the drivers should be made to take a test every three years or so; the age at which young people are allowed to drive any vehicle should be raised to at least 21; all vehicles should be put through stringent annual tests for safety. Even the smallest amount of alcohol in the blood can impair a person's driving ability. Present drinking and driving laws (where they exist) should be made much stricter. Maximum and minimum speed limits should be imposed on all roads. Governments should lay down safety specifications for manufacturers, as has been done in the USA. All advertising stressing power and performance should be banned. These measures may sound inordinately harsh. But surely nothing should be considered as too severe if it results in reducing the annual toll of human life. After all, the world is for human beings, not motor-cars.

The argument: key words

1. Marvellous age from health point of view.
2. Immunization from birth; cures: modern drugs, surgery.
3. Expectation of life increased.
4. But incredible slaughter on roads.

5. Man versus car: man, loser.
6. Thousands killed, maimed: we let it happen.
7. Car: extension of man's personality.
8. Brings out worst qualities: bad manners; aggression; selfishness.
9. Hidden frustrations, disappointments brought to the surface when driving.
10. Society seems to condone motorists' behaviour.
11. Everything done for the motorists' convenience: e.g. cities: heavy traffic; towns: car parks; the countryside: road networks.
12. Mass slaughter: a statistic; soon forgotten.
13. World code necessary.
14. Laws vary in countries: some lax; none too strict.
15. Strict world code would have beneficial effect.
16. E.g. more difficult driving test; test drivers every three years; raise age limit; annual safety test for vehicles; drinking and driving: stricter laws; maximum and minimum speed limits on all roads; government safety specifications: USA; curb advertising.
17. Measures not too harsh if lives saved; world for people, not cars.

The counter-argument: key words

1. Motor-cars are highly desirable for obvious reasons.
2. We should recognize this and adjust ourselves.
3. It's no use complaining and attacking the motorist - most of us are motorists.
4. It's nonsense to say countryside desecrated, cities spoilt, etc. All part of spread of communications.
5. The alternative is the isolated communities of the past.
6. Merely making stricter laws is not the best solution.
7. Will cost huge sums of money to enforce; perhaps not possible to enforce.
8. Best solution: provide better road facilities.
9. E.g. world-wide network of motorways; use of computers; universal adoption of multi-storey and underground car parks.
10. Possible introduction of small electric cars for cities in future; cars on rails, etc.
11. Laws are already strict enough. E.g. drinking and driving laws in Britain and other countries. Motorists - ordinary men and women treated as potential criminals.
12. Motorists make possible huge industry, provide employment.
13. Motorists pay vast sums to exchequer: road tax, purchase tax, oil tax, etc.
14. Only a small proportion of money paid is used by governments to improve road conditions.

15. If all this money were used on roads, etc., the accident problem would be solved.

9. 'Parents are too permissive with their children nowadays'

Few people would defend the Victorian attitude to children, but if you were a parent in those days, at least you knew where you stood: children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since. The child's happiness is all-important, the psychologists say, but what about the parents' happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout. Who knows what deep psychological wounds you might inflict? The poor child may never recover from the dreadful traumatic experience. So it is that parents bend over backwards to avoid giving their children complexes which a hundred years ago hadn't even been heard of. Certainly a child needs love, and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents lives are regulated according to the needs of their offspring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

Children are hardy creatures (far hardier than the psychologists would have us believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing-line between permissiveness and sheer negligence is very fine indeed.

The psychologists have much to answer for. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much. At least this will help them to

develop vigorous views of their own and give them something positive to react against. Perhaps there's some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

The argument: key words

1. One can't defend Victorian attitude to children, but position clear then: children seen, not heard.
2. Freud and Co. have done away with this view.
3. Psychologists: child's happiness important. Parents'?
4. Parents: fear and guilt; spanking forbidden; barbarity.
5. Not even shouting: psychological wounds; traumatic experience.
6. Parents try to avoid giving complexes unknown 100 years ago.
7. Love, yes, but excessive permissiveness harmful.
8. Psychologists undermined parents' confidence in authority.
9. Children aware of this.
10. Bombarded with child-care books, articles, etc., parents don't know what to do; do nothing.
11. Regulate lives according to children's needs.
12. Lax authority: adolescent rebellion all the more violent.
13. E.g. parties: parents not wanted.
14. Children: hardy creatures; most survive permissiveness.
15. Many don't: juvenile delinquency; e.g., Johnny roams streets•
16. Dividing line, permissiveness and negligence very fine.
17. Psychologists to blame: leave parents alone.
18. If children knocked about a bit – not important.
19. Develop vigorous views, something positive to react against.
20. Surfeit of happiness: stodgy puddings?

The counter-argument: key words

1. If parents err today in bringing up children, they err on the right side.
2. There is no defence for Victorian harshness, hypocrisy, lack of understanding, barbarity.
3. We can only be grateful to Freud and Co.: an age of enlightenment.
4. Child-care manuals: sensible and practical; not authoritarian.
5. We know too much to be authoritarian these days.
6. Of course love is all important.

7. Love and care is not the same as permissiveness and negligence.
8. No one would defend parental laxity.
9. We are not concerned here with delinquent children, but with children from happy home backgrounds.
10. Psychological wounds can be very real.
11. E.g. can later lead to mental illness, etc.
12. Children today: healthy in body and mind; parents really care.
13. Develop more quickly than previous generation.
14. Soon gain independence from parents.
15. Grow up to be mature, responsible adults.

11. 'Advertisers Perform a Useful Service to the Community'

Advertisers tend to think big and perhaps this is why they're always coming in for criticism. Their critics seem to resent them because they have a flair for self-promotion and because they have so much money to throw around. 'It's iniquitous,' they say, 'that this entirely unproductive industry (if we can call it that) should absorb millions of pounds each year. It only goes to show how much profit the big companies are making. Why don't they stop advertising and reduce the price of their goods? After all, it's the consumer who pays...'

The poor old consumer! He'd have to pay a great deal more if advertising didn't create mass markets for products. It is precisely because of the heavy advertising that consumer goods are so cheap. But we get the wrong idea if we think the only purpose of advertising is to sell goods. Another equally important function is to inform. A great deal of the knowledge we have about household goods derives largely from the advertisements we read. Advertisements introduce us to new products or remind us of the existence of ones we already know about. Supposing you wanted to buy a washing machine, it is more than likely you would obtain details regarding performance, price, etc., from an advertisement.

Lots of people pretend that they never read advertisements, but this claim may be seriously doubted. It is hardly possible not to read advertisements these days. And what fun they often are, too! Just think what a railway station or a newspaper would be like without advertisements. Would you enjoy gazing at a blank wall or reading railway byelaws while waiting for a train? Would you like to read only closely printed columns of news in your daily paper? A cheerful, witty advertisement makes such a difference to a drab wall or a newspaper full of the daily ration of calamities.

We must not forget, either, that advertising makes a positive contribution to our pockets. Newspapers, commercial radio and television companies could not subsist without this source of revenue. The fact that we pay so little for our daily paper, or can enjoy so many broadcast programmes is due entirely to the money spent by advertisers. Just think what a newspaper would cost if we had to pay its full price!

Another thing we mustn't forget is the 'small ads.' which are in virtually every newspaper and magazine. What a tremendously useful service they perform for the community! Just about anything can be accomplished through these columns. For instance, you can find a job, buy or sell a house, announce a birth, marriage or death in what used to be called the 'hatch, match and dispatch' column but by far the most fascinating section is the personal or 'agony' column. No other item in a newspaper provides such entertaining reading or offers such a deep insight into human nature. It's the best advertisement for advertising there is!

The argument: key words

1. Advertisers think big, always criticized.
2. Critics resent self-promotion, vast sums spent.
3. Arguments: unproductive 'industry', waste of money.
4. Stop advertising and reduce price of goods; consumer pays.
5. Advertising creates mass markets, therefore goods are cheap.
6. Purpose is not only to sell goods, but to inform.
7. We get information about household goods from advertisements.
8. E.g. washing-machine: details performance, price, etc.
9. Some claim they never read advertisements: doubtful.
10. Brighten up railway stations, newspapers.
11. Prefer blank wall, reading bye-laws, waiting for train?
12. Prefer newspapers full of calamities?
13. Contribution to our pockets.
14. Revenue for newspapers, commercial broadcasting.
15. Cost of newspaper if we paid full price?
16. Small ads: service to community.
17. Anything can be accomplished.
18. E.g. find job, buy, sell house, announce birth, marriage, death.
19. Personal column most fascinating: insight human nature.
20. Best advertisement for advertising.

The counter-argument: key words

1. It's frivolous to defend advertising because it provides cheerful reading matter.
2. Advertisements: an insidious form of brainwashing, using same techniques: slogans, catch-phrases, etc.
3. Creates demand for things we don't need.
4. Creates acquisitive society: demand for material things.
5. Advertising is offensive: appeals to baser instincts.
6. E.g. preys on our fears, our vanity, our greed, etc.
7. We are encouraged to buy insurance (fear); buy cosmetics (vanity); eat more than necessary (greed).
8. Advertisements unsightly: hoardings spoil countryside.
9. Cheapen the quality of life: most advertisements are in poor taste.
10. We have no choice: they are imposed on a captive audience: e.g, on television.
11. Shocking interruption of television programmes.
12. There's no doubt the big companies make too much profit.
13. E.g. 'free' gifts in soap packets; coupons in cigarette packets, etc.
14. Prices maintained high by artificial means.
15. Better and far more honest to sell in open competition on free market.
16. Good quality products don't need to be advertised.

12. 'It's high time men ceased regard women as second-class citizens?'

This is supposed to be an enlightened age, but you wouldn't think so if you could hear what the average man thinks of the average woman. Women won their independence years ago. After a long, bitter struggle, they now enjoy the same educational opportunities as men in the most parts of the world. They have proved repeatedly that they are equal and often superior to men in almost every field. The hard-fought battle for recognition has been won, but it is by no means over. It is men, not women who still carry on the sex war because their attitude remains basically hostile. Even in the most progressive societies, women continue to be regarded as second-rate citizens. To hear some men talk, you'd think that women belonged to a different species!

On the surface, the comments made by men about women's abilities seem light-hearted. The same tired jokes about women drivers are repeated day in, day out. This apparent light-heartedness does not conceal the real contempt that men feel for women. However much men sneer at women, their claims to superiority

are not borne out by statistics. Let's consider the matter of driving, for instance. We all know that women cause far fewer accidents than men. They are too conscientious and responsible to drive like maniacs. But this is a minor quibble. Women have succeeded in any job you care to name. As politicians, soldiers, doctors, factory-hands, university professors, farmers, company directors, lawyers, bus conductors, scientists and presidents of countries they have often put men to shame. And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children.

Yet men go on maintaining the fiction that there are many jobs women can't do. Top-level political negotiation between countries, business and banking are almost entirely controlled by men, who jealously guard their so-called 'rights'. Even in otherwise enlightened places like Switzerland women haven't even been given the vote. This situation is preposterous! The arguments that men put forward to exclude women from these fields are all too familiar. Women, they say, are unreliable and irrational. They depend too little on cool reasoning and too much on intuition and instinct to arrive at decisions. They are not even capable of thinking clearly. Yet when women prove their abilities, men refuse to acknowledge them and give them their due. So much for a man's ability to think clearly!

The truth is that men cling to their supremacy because of their basic inferiority complex. They shun real competition. They know in their hearts that women are superior and they are afraid of being beaten at their own game. One of the most important tasks in the world is to achieve peace between the nations. You can be sure that if women were allowed to sit round the conference table, they would succeed brilliantly, as they always do, where men have failed for centuries. Some things are too important to be left to men!

The argument: key words

1. Supposed to be enlightened age: not really so.
2. Women won independence years ago.
3. Long struggle: equal educational opportunities as men.
4. Proved repeatedly: equal, often superior to men in every field.
5. Battle not over: men carry on sex war; basically hostile.
6. Even in progressive societies: women second-rate citizens; different species.
7. Light-hearted comments made by men: e.g, women drivers.
8. Does not conceal real contempt; but statistics disprove their claims.
9. Take driving: women: fewer accidents; responsible drivers, not maniacs.
10. Success in any job: politicians, etc. – bear and rear children as well.

11. Men maintain fiction: women can't do certain jobs.
12. E.g. top-level political negotiation, banking, no vote in certain countries.
13. Why? Familiar arguments: women unreliable, irrational, depend on instinct, intuition.
14. Men refuse to acknowledge proven ability. Clear thinking?
15. Men cling to supremacy: inferiority complex.
16. Shun competition; may be beaten.
17. Most important task: world peace.
18. Success if negotiations by women; some things too important to be done by men.

The counter-argument: key words

1. Women: militant, shout louder because they have weak case.
2. Even now, they still talk like suffragettes.
3. It's nonsense to claim that men and women are equal and have the same abilities.
4. Women: different biological function; physically weaker; different, not inferior, intellectually.
5. Impossible to be wives, mothers *and* successful career women.
6. Really *are* unreliable: employers can't trust them. Not their fault: leave jobs to get married, have children.
7. Great deal of truth in light-hearted jokes: e.g., women drivers. Women: less practical, less mechanically-minded.
8. Most women *glad* to let men look after important affairs.
9. They know that bearing and rearing children are more important.
10. That's why there are few women in politics, etc. They are not excluded; they exclude themselves.
11. Anyway, we live in woman-dominated societies: e.g. the USA, Western Europe.
12. Who is the *real* boss in the average household? Certainly not father!
13. Men are second-class citizens and women should grant them equal status.

13. 'Pop stars certainly earn their money'

Pop stars today enjoy a style of living which was once the prerogative only of Royalty. Wherever they go, people turn out in their thousands to greet them. The crowds go wild trying to catch a brief glimpse of their smiling, colorfully-dressed idols. The stars are transported in their chauffeur-driven Rolls-Royces, private helicopters or executive aeroplanes. They are surrounded by a permanent

entourage of managers, press-agents and bodyguards. Photographs of them appear regularly in the press and all their comings and goings are reported, for, like Royalty, pop stars are news. If they enjoy many of the privileges of Royalty, they certainly share many of the inconveniences as well. It is dangerous for them to make unscheduled appearances in public. They must be constantly shielded from the adoring crowds which idolize them. They are no longer private individuals, but public property. The financial rewards they receive for this sacrifice cannot be calculated, for their rates of pay are astronomical.

And why not? Society has always rewarded its top entertainers lavishly. The great days of Hollywood have become legendary: famous stars enjoyed fame, wealth and adulation on an unprecedented scale. By today's standards, the excesses of Hollywood do not seem quite so spectacular. A single gramophone record nowadays may earn much more in royalties than the films of the past ever did. The competition for the title 'Top of the Pops' is fierce, but the rewards are truly colossal.

It is only right that the stars should be paid in this way. Don't the top men in industry earn enormous salaries for the services they perform to their companies and their countries? Pop stars earn vast sums in foreign currency – often more than large industrial concerns – and the taxman can only be grateful for their massive annual contributions to the exchequer. So who would begrudge them their rewards?

It's all very well for people in humdrum jobs to moan about the successes and rewards of others. People who make envious remarks should remember that the most famous stars represent only the tip of the iceberg. For every famous star, there are hundreds of others struggling to earn a living. A man working in a steady job and looking forward to a pension at the end of it has no right to expect very high rewards. He has chosen security and peace of mind, so there will always be a limit to what he can earn. But a man who attempts to become a star is taking enormous risks. He knows at the outset that only a handful of competitors ever get to the very top. He knows that years of concentrated effort may be rewarded with complete failure. But he knows, too, that the rewards for success are very high indeed: they are the recompense for the huge risks involved and if he achieves them, he has certainly earned them. That's the essence of private enterprise.

The argument: key words

1. Pop stars: style of living once the prerogative only of Royalty.
2. Crowds to greet them everywhere.
3. Transported by Rolls-Royces, helicopters, executive aeroplanes.

4. Permanent entourage: managers, press agents, bodyguards.
5. Comings and goings recorded in press; pop stars are news.
6. Enjoy privileges of Royalty; share inconveniences.
7. No unscheduled appearances; must be shielded from adoring crowds.
8. Not private individuals; public property; astronomical rewards for this sacrifice.
9. Why not? Society always rewards top entertainers.
10. E.g. the legendary days of Hollywood; stars: fame, wealth, adulation.
11. Today even greater: one gramophone record may earn more than a film.
12. Fierce competition: Top of the Pops. Rewards colossal.
13. So they should be: compare top men in industry.
14. Foreign currency earned, often more than industrial concerns: massive contribution to exchequer.
15. People moan, envious of successes and rewards of others.
16. Most famous stars: tip of iceberg; hundreds struggling.
17. Compare man in steady job; no big rewards: security.
18. Would-be star: great risks; few reach the top; many fail.
19. Rewards for success: very high; the essence of private enterprise.

The counter-argument: key words

1. Rewards of pop stars make nonsense of sense of values in society.
2. Pop stars: a frivolous contribution to society; what they offer is wholly unnecessary.
3. Compare essential services: e.g. a surgeon saving people's lives: poor rewards by comparison.
4. Pop stars style of living outrageous: so much poverty in the world.
5. Big reputations are often artificially created.
6. Demand created by 'plugging' records.
7. 'Public image' of pop stars: the work of promoters.
8. Many lack real talent, even a knowledge of music; succeed in spite of this.
9. Pop stars exert undesirable influence in society.
10. E.g. mass hysteria among young people.
11. Create fashions: way of life, style of dress, etc., considered as ideal.
12. Pop music often associated with sub-culture: e.g., drug-taking and movements against the best interests of society.
13. Pop stars never use wealth and power to exert good influence.
14. Personal profit the sole motive.

14. 'Vicious and dangerous sports should be banned by law'

When you think of the tremendous technological progress we have made, it's amazing how little we have developed in other respects. We may speak contemptuously of the poor old Romans because they relished the orgies of slaughter that went on in their arenas. We may despise them because they mistook these goings on for entertainment. We may forgive them condescendingly because they lived 2000 years ago and knew no better. But are our feelings of superiority really justified? Are we any less blood-thirsty? Why do boxing matches, for instance, attract such universal interest? Don't the spectators who attend them hope they will see some violence? Human as bloodthirsty as ever they were.

The only difference between ourselves and the forming machine is that while they were honest enough to admit that they enjoyed watching hungry lions tearing people apart and eating alive, we find all sorts of sophisticated arguments to defend sports which should have been banned long ago; sports which are quite as barbarous as, say, public hangings or bearbaiting.

It really is incredible that in this day and age we should still allow hunting or bull-fighting, that we should be prepared to sit back and watch two men batter each other to pulp, that we should be relatively unmoved by the sight of a roll forming machine or a number of racing cars crashing and bursting into flames. Let us not deceive ourselves. Any talk of 'the spirit' is sheer hypocrisy. People take part in because of the high rewards they bring. Spectators are willing to pay vast sums of money to. A world heavyweight championship match, for instance, is front page news. Millions of people are disappointed if a big fight is over in two rounds instead of. They feel disappointment because they have been deprived of the exquisite pleasure of witnessing prolonged torture and violence.

Why should we ban violent sports if people enjoy them so much? You may well ask. The answer is simple: they are uncivilized. For man has been trying to improve himself spiritually and emotionally – admittedly with little success. But at least we no longer tolerate the sight of madmen caged up in cages, or public floggings or the roll forming machine or the other barbaric practices which were common in the past. Prisons are no longer the grim forbidding places they used to be. Social welfare systems are in operation in many parts of the world. Big efforts are being made to distribute wealth fairly. These changes have come about not because human beings have suddenly and unaccountably improved, but because positive steps were taken to change the law. The law is the biggest instrument of social change that we have and it may exert great civilizing influence. If we banned dangerous and violent sports, we would be moving one step further to improving

mankind. We would recognize violence is degrading and unworthy of human beings.

The argument: key words

1. Great technological progress; little in other respects.
2. We may despise the Romans: orgies of slaughter; entertainment 2000 years ago.
3. Are we less bloodthirsty?
4. E.g. boxing matches: spectators hope to see violence.
5. The Romans: honest enjoyment: lions eating people alive.
6. We have sophisticated arguments to defend barbaric sports.
7. We allow hunting, bull-fighting, boxing, car-racing.
8. 'Sporting spirit': sheer hypocrisy.
9. Participants take part for big rewards.
10. Spectators pay vast sums to see violence.
11. E.g. boxing matches: front page news.
12. Two rounds, not fifteen: disappointment.
13. Spectators deprived of pleasure: prolonged torture and violence.
14. Must ban violent sports: uncivilized,
15. Man: trying for centuries to improve spiritually, emotionally.
16. E.g. do not tolerate madmen in cages, public floggings, other barbaric practices.
17. Improvements: prisons, social welfare, fair distribution of wealth.
18. Positive steps to change society through the law.
19. Law: instrument of social change, civilizing influence.
20. Ban sports: improve mankind; violence degrading.

The counter-argument: key words

1. Who is to decide which Sports are violent and dangerous?
2. E.g. is football violent? What about unruly crowds?
3. Isn't deep-sea diving dangerous?
4. All the sports mentioned (boxing, etc.): thrilling to watch.
5. Sports like car-racing: not violent; explore limits of human skill and endurance.
6. Small element of violence does no harm: part of human nature.
7. Millions watch boxing matches: an emotional outlet.
8. Sports like this do good to community: help to get violence out of our systems.
9. Barbaric practices of the past (floggings, etc.): nothing to do with modern sports.
10. Sports have rarely been enforced or banned by law.

11. Sports evolved slowly and are refined: e.g. boxing: bare fists and today.
12. Elements of real danger removed: e.g., boxing matches are stopped; crashes on race tracks fairly rare.
13. There are elements of danger in all sports: that is their point.
14. Supreme tests of human skill: universal enjoyment.

15. 'Radios should be prohibited in public places'

We have all heard of the sort of person who drives fifty miles into the country, finds some perfectly delightful beauty sort beside a quiet lake and then spends the rest of the day cleaning his car. Compared with those terrible friends, the litter-bugs and noise-makers, this innocent creature can only be an object of admiration. He interferes with no one's pleasure. Far from it: after all, cleanliness is said to be next to godliness. It is the noise-makers who invade the quietest corners of the earth that must surely win the prize for insensitivity. They announce their arrival with a flourish that would put the Royal Heralds to shame. Blaring music (never classical) seems to emanate mysteriously from their persons and their possessions. If you travel up the remotest reaches of the Amazon, surviving attacks by crocodiles and vicious piranha, don't be surprised if you hear cheering crowds and football commentary shattering the peace of the jungle. It is only one of our friends with his little radio. The radio, that great wonder of modern technology, often no bigger than matchbox, must surely be the most hideous and diabolic of all human inventions.

People are arrested, fined, imprisoned, deported, certified as insane or executed for being public nuisances. You can't loiter outside a shop for five minutes or sing the opening bars of *Figaro* in public without arousing the suspicion of every policeman in the neighborhood. But you can walk on to a beach or into a park and let all hell loose with your little radio and no one will turn a hair-no one in authority, that is. Most of the people around you will be writhing in agony, but what can they do about it? Have you ever tried asking the surly owner of a radio to turn it off? This is what will happen if you do: you will either be punched on the nose for your impertinence, or completely ignored. After that you can be sure that the radio will be turned up louder than ever before.

Noise is one of the most unpleasant features of modern life. Who knows that it invisibly contributes to irritability and stress? Governments everywhere go to tremendous lengths to reduce noise. Traffic sounds are carefully measured in decibels; levels of tolerance are recorded and statistics produced to provide the basis for future legislation. Elaborate and expensive tests are conducted to find out our reactions to supersonic bangs. This is all very commendable, but surely

the interest in our welfare is misplaced. People adjusted to the more obvious sources of noise ages ago. It is the less obvious sources that need attention. And the radio is foremost among them. It is impossible to adjust to the transistor radio because the noise it produces is never the same: it can be anything from a brass band to a news commentary. Being inconsiderate is not a crime. But interfering with other people's pleasure certainly should be. It is ridiculous that the law should go on allowing this indecent assault on our ears.

The argument: key words

1. A person drives fifty miles: beauty spot beside lake; spends day cleaning car.
2. An innocent creature compared with litter-bugs, noise-makers; interferes with no one's pleasure.
3. Noise-makers invade quietest corners of earth: win prize for insensitivity.
4. Announce arrival noisily: blaring music emanates from them.
5. Go up the Amazon, survive crocodiles, piranha: hear cheering crowds, football commentary; radio.
6. One of the great wonders of technology: most hideous, diabolic of human inventions.
7. People fined, imprisoned, etc., as public nuisances.
8. If you loiter outside shop, sing in public, attract policemen in neighbourhood.
9. But walk on beach transistor blaring, no one in authority notices.
10. Most people writhing in agony, can't do anything about it.
11. Ever asked owner to turn off radio?
12. Either punched on nose or ignored; radio louder than before.
13. Noise: one of the most unpleasant features of modern life.
14. Contributes invisibly to irritability, stress.
15. Governments try to reduce noise.
16. Traffic sounds measured, decibels; levels tolerance recorded; statistics, basis legislation; elaborate tests: supersonic bangs.
17. Interest misplaced; people adjusted long ago.
18. Less obvious source needs attention: radio; people can't adjust; noise varies.
19. Should be a crime to interfere with others' pleasure.

The counter-argument: key words

1. You can't call music, etc., 'noise'! Can't compare it with cars, planes, etc.
2. Radios owners perform a public service: share their pleasure.
3. Everyone enjoys sport, music, etc.

4. E.g. see how crowd collects round a radio to hear a match commentary on beach.
5. Pleasant background music; no worse than music in restaurant.
6. Can't prohibit radio legally, restrict human freedom.
7. Everyone has the right to listen to the radio.
8. If you prohibit radio, you must ban other things too.
9. E.g. windows must be kept shut when radio is playing loudly.
10. Car radios must not play when a vehicle is stationary.
11. Open-air performances of music (brass bands, etc.) must be prohibited.
12. Open-air speeches, etc., must be prohibited.
13. Clearly this would be absurd legislation.
14. Who is trying to interfere with others' pleasure: those who want to prohibit radios.

15. 'The only thing people are interested in today is earning more money'

Once upon a time there lived a beautiful young woman and a handsome young man. They were very poor, but as they were deeply in love, they wanted to get married. The young people's parents shook their heads. 'You can't get married yet,' they said. 'Wait till you get a good job with good prospects.' So the young people waited until they found good jobs with good prospects and they were able to get married. They were still poor, of course. They didn't have a house to live in or any furniture, but that didn't matter. The young man had a good job with good prospects, so large organisations lent him the money he needed to buy a house, some furniture, all the latest electrical-appliances and a car. The couple lived happily ever after paying off debts for the rest of their lives. And so ends another modern romantic fable.

We live in a materialistic society and are trained from our earliest years to be acquisitive. Our possessions, 'mine' and 'yours' are dearly labeled from early childhood. When we grow old enough to earn a living, it does not surprise us to discover that success is measured in terms of the money you earn. We spend the whole of our lives keeping up with our neighbours, the Joneses. If we buy a new television set, Jones is bound to buy a bigger and better one. If we buy a new car, we can be sure that Jones will go one better and get *two* new cars: one for his wife and one for himself. The most amusing thing about this game is that the Joneses and all the neighbours who are struggling frantically to keep up with them are spending borrowed money kindly provided, at a suitable rate of interest, of course, by friendly banks, insurance companies, etc.

It is not only in affluent societies that people are obsessed with the idea of making more money. Consumer goods are desirable everywhere and modern industry deliberately sets out to create new markets. Gone are the days when industrial goods were made to last forever. The wheels of industry must be kept turning. 'Built-in obsolescence' provides the means: goods are made to be discarded. Cars get tinnier and tinnier. You no sooner acquire this year's model than you are thinking about its replacement.

This materialistic outlook has seriously influenced education. Fewer and fewer young people these days acquire knowledge only for its own sake. Every course of studies must lead somewhere: i.e. to a bigger wage packet. The demand for skilled personnel far exceeds the supply and big companies compete with each other to recruit students before they have completed their studies. Tempting salaries and 'fringe benefits' are offered to them. Recruiting tactics of this kind have led to the 'brain drain', the process by which highly skilled people offer their services to the highest bidder. The wealthier nations deprive their poorer neighbours of their most able citizens. While Mammon is worshipped as never before, the rich get richer and the poor, poorer.

The argument: key words

1. Once upon a time: young woman, young man; poor, in love.
2. Parents objected to marriage: good Job, good prospects first.
3. Young people complied: could get married.
4. Still poor: borrowed money for house, furniture, car, etc
5. Lived happily ever after paying off debts; modern romantic fable.
6. We live in materialistic society; trained to be acquisitive.
7. 'Mine', 'yours' concepts from early childhood.
8. Success measured by money.
9. Keeping up with the Joneses: e.g. new TV; new car.
10. Jones and neighbours spending borrowed money, paying interest rates.
11. Not only affluent societies want more money; consumer goods desirable everywhere.
12. Modern industry creates new markets.
13. Wheels of industry: built-in obsolescence: e.g. cars.
14. Materialism influences education.
15. No knowledge for its own sake; purpose, more money.
16. Big firms compete; recruit students: big salaries, 'fringe benefits'.
17. Brain drain: services to highest bidder.
18. Wealthy nations deprive poorer neighbours of talented people.

19. Rich get richer; poor, poorer.

The counter-argument: key words

1. Interest in earning money not a modern phenomenon, but people not interested only in that.
2. Young people borrow money: a satisfactory arrangement; independent of parents, can start lives.
3. The argument proves nothing: only that living standards are better.
4. People interested in living decent lives consistent with human dignity.
5. Education is not money-orientated; it's skill-orientated; necessary because of modern technology.
6. Technology requires professionals, not amateurs.
7. Brain drain: skilled people are not always after more money but better work facilities.
8. A marked swing away from scientific studies has been noted: return to humanities; knowledge for its own sake.
9. Many young people not motivated by money: many reject materialistic values.
10. Many voluntary organizations (e.g. Peace Corps): idealistic, work without reward.
11. A marked reluctance to work, long hours for money: desire to enjoy life.
12. Social welfare in many countries makes it unnecessary for people to struggle for money.
13. State provides: education, medical services, etc .
14. High taxes: a disincentive.

15. 'Compulsory military service should be abolished in all countries'

Believe it or not, the Swiss were once a warlike people. There is still evidence of this. To this day, the guards at the Vatican are Swiss. But the Swiss discovered long ago that constant warfare brought them nothing but suffering and poverty. They adopted a policy of neutrality, and while the rest of the world seethed in turmoil, Switzerland, a country with hardly any natural resources, enjoyed peace and prosperity. The rest of the world is still not ready to accept this simple and obvious solution. Most countries not only maintain permanent armies but require all their young men to do a period of compulsory military service. Everybody has a lot to say about the desirability of peace, but no one does anything about it. An

obvious thing to do would be to abolish conscription everywhere. This would be the first step towards universal peace.

Some countries, like Britain, have already abandoned peace-time conscription. Unfortunately, they haven't done so for idealistic reasons, but from a simple recognition of the fact that modern warfare is a highly professional business. In the old days, large armies were essential. There was strength in numbers; ordinary soldiers were cannon fodder. But in these days of inter-continental ballistic missiles, of push-button warfare and escalation, unskilled manpower has become redundant. In a mere two years or so, you can't hope to train conscripts in the requirements and conditions of modern warfare. So why bother? Leave it to the professionals!

There are also pressing personal reasons to abolish conscription. It is most unpleasant in times of peace for young men to grow up with the threat of military service looming over their heads. They are deprived of two of the best and most formative years of their lives. Their careers and studies are disrupted and sometimes the whole course of their lives is altered. They spend at least two years in the armed forces engaged in activities which do not provide them with any useful experience with regard to their future work. It can't even be argued that what they learn might prove valuable in a national emergency. When they leave the services, young men quickly forget all the unnecessary information about warfare which they were made to acquire. It is shocking to think that skilled and unskilled men are often nothing more than a source of cheap labour for the military.

Some people argue that military service 'does you good.' 'Two years in the army,' you hear people say, 'will knock some sense into him.' The opposite is usually the case. Anyone would resent being pushed about and bullied for two years, all in the name of 'discipline.' The military mind requires uniformity and conformity. People who do not quite fit into this brutal pattern suffer terribly and may even emerge with serious personality disorders. There are many wonderful ways of spending two years. Serving in the armed forces is not one of them!

The argument: key words

1. The Swiss: once a warlike people: Swiss guards, Vatican.
2. The Swiss discovered constant warfare: suffering, poverty.
3. Neutral policy: peace and prosperity.
4. Rest of world hasn't accepted this.
5. Most countries: permanent armies, compulsory military service.
6. First steps to peace: abolish conscription.
7. Some countries (e.g, Britain): abandoned conscription.

8. Not for idealistic reasons: recognition modern warfare is highly professional.
9. No strength in numbers; no need for cannon fodder.
10. Push-button warfare: unskilled manpower redundant.
11. Two years not enough to train conscripts. Leave it to professionals.
12. Personal reasons to abolish conscription.
13. Young men grow up with threat of two years' service; best, most formative years.
14. Careers, studies disrupted; even course of lives altered.
15. Useless experience: not valuable even in national emergency. Men forget what they learnt.
16. Skilled and unskilled men: source of cheap labour.
17. 'Does you good' argument: not true.
18. Young men pushed about, bullied: discipline. Uniformity and conformity.
19. Many suffer terribly; some: personality disorders.
20. Many wonderful ways of spending two years; armed forces not one of them.

The counter-argument: key words

1. Aim of peacetime conscription: national defence.
2. Insistence on conventional (not nuclear) warfare.
3. Therefore possibility of nuclear warfare is reduced.
4. Many examples of conventional warfare in recent times.
5. Two years in armed forces provide valuable experience of men; help a young man to grow up.
6. Valuable character training: stress on physical fitness, initiative, etc. A man can discover his abilities and limitations.
7. Helps with careers: many opportunities to study.
8. Helps qualified men to gain first experience in their careers (e.g. doctors, teachers, etc.),
9. Helps unskilled men to acquire skills (e.g. driving, vehicle maintenance, building, etc.).
10. Old-fashioned disciplinary measures not essential in modern armed services.
11. Great spirit of comradeship: morale high.
12. Many facilities available to servicemen for recreation, sports, etc.
13. Opportunities to travel overseas (e.g., UN peace-keeping forces, etc.).
14. Present-day defence arrangements are international: irresponsible for individual nations to opt out.

17. ‘Childhood is certainly not the happiest time of your life’

It’s about time somebody exploded that hoary old myth about childhood being the happiest period of your life. Childhood may certainly be fairly happy, but its greatest moments can’t compare with the sheer joy of being an adult. Who ever asked a six-year-old for an opinion? Children don’t have opinions, or if they do, nobody notices. Adults choose the clothes their children will wear, the books they will read and the friends they will play with. Mother and father are kindly but absolute dictators. This is an adult world, and though children maybe deeply loved, they have to be manipulated so as not to interfere too seriously with the lives of their elders and betters. The essential difference between manhood and childhood is the same as the difference between independence and subjection.

For all the nostalgic remarks you hear, which adult would honestly change places with a child? Think of the years at school: the years spent living in constant fear of examinations and school reports. Every movement you make, every thought you think is observed by some critical adult who may draw unflattering conclusions about your character. Think of the curfews, the martial law, the times you had to go to bed early, do as you were told, eat disgusting stuff that was supposed to be good for you. Remember how “gentle” pressure was applied with remarks like “if you don’t do as I say, I’ll..,” and a dire warning would follow.

Even so, these are only part of a child’s troubles. No matter how kind and loving adults may be, children often suffer from terrible, illogical fears which are the result of ignorance and an inability to understand the world around them. Nothing can equal the abject fear a child may feel in the dark, the absolute horror of childish nightmares. Adults can share their fears with other adults; children invariably face their fears alone. But the most painful part of childhood is the period when you begin to emerge from it: adolescence. Teenagers may rebel violently against parental authority, but this causes them great unhappiness. There is a complete lack of self-confidence during this time. Adolescents are over-conscious of their appearance and the impression they make on others. They feel shy, awkward and clumsy. Feelings are intense and hearts easily broken. Teenagers experience moments of tremendous elation or black despair. And through this turmoil, adults seem to be more hostile than ever.

What a relief it is to grow up. Suddenly you regain your balance; the world opens up before you. You are free to choose; you have your own place to live in and your own money to spend. You do not have to seek constant approval for everything you do. You are no longer teased, punished or ridiculed by heartless adults because you failed to come up to some theoretical standard. And if on occasion you are teased, you know how to deal with it. You can simply tell other adults to go to hell: you are one yourself.

The argument: key words

1. Childhood the happiest time of your life: a myth.
2. Happiest moments cannot compare with joy of being an adult.
3. Children don't have opinions; adults choose clothes, books, friends for them.
4. Parents: kindly but absolute dictators; children manipulated so as not to interfere with elders.
5. Difference between manhood and childhood: independence and subjection.
6. Nostalgic remarks, but who would change places?
7. Years of school: constant fear examinations, school reports.
8. Constant observation by critical adults; unflattering remarks.
9. Curfews; martial law; bed early; do as told; eat disgusting food.
10. 'Gentle' pressure; threats: 'If you don't do as I say ...'.
11. Children suffer from illogical fears: ignorance of world around them.
12. E.g. abject fear of darkness; horror of nightmares; fears faced alone.
13. Most painful time: adolescence: rebellion against adult authority.
14. Lack of self-confidence; over-conscious appearance, impression on others.
15. Shy, awkward, clumsy. Intense feelings: elation or despair; adult world hostile.
16. Relief to grow up; regain balance.
17. Freedom to choose: where to live; money to spend.
18. Constant approval by adults not necessary.
19. Not subject to ridicule; if you are, you can deal with it.

The counter-argument: key words

1. What is the essence of happiness? Complete freedom from care.
2. Children have this: no responsibilities.
3. No social and economic pressures; no inhibitions.
4. They look at the world with fresh eyes; everything is new and unspoilt.
5. By comparison, adults are anxiety-ridden, tired, worried, etc.
6. Adolescent moments of intense happiness never recaptured.
7. Capacity for deep feeling; attachment to true values; idealism.
8. Willing to put up with discomforts, shortage of money, etc. Sheer joy of living.
9. Adults by comparison: bored, disillusioned, capacity to feel blunted.
10. Adult world is not the paradise it seems.
11. Adults also have to do as they are told; threatened by more senior adults (e.g., employers).
12. They are also under constant observation in their work; reports on them are filed in big firms.

13. It is significant that *most* adults think of their childhood as being most happy period.

14. One of the utopian dreams of mankind: to find the secret of eternal youth.

18. 'Untidy people are not nice to know'

You don't have to be a genius to spot them. The men of the species are often uncombed; their ties never knotted squarely beneath their collars. The women of the species always manage to smear lipstick on their faces as well as their lips; in one hand carry handbags which are stuffed full of accumulated rubbish; with other, they drag a horde of neglected children behind them. With a sort of happy unconcern, both the male and female species litter railway stations, streets, parks, etc., with sweet wrappings, banana-skins, egg-shells and cast-off shoes. Who are they? That great untidy band of people that make up about three-quarters of the human race. An unending trail of rubbish pursues them wherever they go.

It is most unwise to call them at their homes - particularly if they aren't expecting you/ you are liable to find socks behind the refrigerator, marbles in the jam and egg-encrusted crockery. Newspaper litter the floor; ashtrays overflow; withered flowers go on withering in stale water. Writing desk have become dumping grounds for piles of assorted, indescribable junk. And as for the bedrooms, well, it's best not to say. Avoid looking in their cars, too, because you are likely to find last year's lolly sticks, chewing gum clinging to the carpets and a note saying 'Running In' on the rear window of a ten-year-old vehicle.

Yes, but what are they really like? Definitely not nice to know. They are invariable dirty, scruffy, forgetful, impatient, slovenly, slothful, unpunctual, inconsiderate, rude, irritable and (if they're driving a car) positively dangerous. Untidiness and these delightful qualities always seem to go together, or shall we say that untidiness breeds these qualities. It's hardly surprising. If you are getting dressed and can only find one sock, you can only end up being irritable and scruffy. If after a visit to a lovely beauty spot you think that other people will enjoy the sight of your orange peel, you can only be inconsiderate and slovenly. If you can't find an important letter because you stuck it between the pages of a book and then returned the book to the library, you can only be forgetful. If you live in perpetual self-imposed squalor, you must be slothful – otherwise you'd do something about you.

What a delightful minority tidy people are by comparison! They seem to have a monopoly of the best human qualities. They are clean, neat, patient, hard-working, punctual, considerate and polite. All these gifts are reflected in their homes, their gardens, their work, their personal appearance. They are radiant,

welcoming people whom you long to meet, whose esteem you really value. The crux of the matter is that tidy people are kind and generous, while untidy people are mean and selfish. The best proof of this is that tidy people, acting on highest, selfless motives, in variable marry untidy ones. What happens after that is another story!

The argument: key words

1. Easy to spot: men of species, uncombed, untidy.
2. Women: smeared lipstick; handbags stuffed with rubbish; horde of neglected children.
3. Male and female species: leave litter at railway stations, streets, etc.
4. Who are they? Untidy people; three-quarters human race; trail of rubbish pursues them.
5. Unwise to call at their homes - especially if not expected.
6. Might find: e.g. socks behind refrigerator; marbles in jam.
7. Newspapers on floor; overflowing ashtrays; withered flowers withering.
8. Desks: dumping grounds for junk; bedrooms: best not to say.
9. Cars: old lolly sticks; chewing gum, carpets; 'Running In' - ten-yearold vehicle.
10. Not nice people to know: irritable, inconsiderate, forgetful, slothful, etc.
11. Untidiness breeds these qualities; hardly surprising.
12. E.g. Irritable if you can only find one sock.
13. Inconsiderate if you leave litter at beauty spots.
14. Forgetful: can't find letter; stuck in book returned to library.
15. Slothful: live in self-imposed squalor, do nothing about it.
16. Tidy people delightful by comparison; monopoly of best qualities.
17. Clean, neat, patient, etc., reflected in homes, gardens, personal appearance.
18. Radiant, welcoming people; long to meet them; value their esteem.
19. Tidy people: kind, generous. Untidy ones: mean, selfish.
20. Tidy people usually marry untidy ones: another story.

The counter-argument: key words

1. People obsessed with tidiness are not quite human.
2. Possess very bad qualities: nagging; mean; jealous; spoil-sports; old-fashioned; narrow-minded; prudish; self-satisfied prigs.
3. E.g. house-proud housewife: family not allowed even to walk on floors! Houses like museums.

4. Husbands: tidy desks on which work is never done; tidy shelves of books never read.
5. Tidy people can't enjoy life; don't know how to live.
6. Slaves of material things. Hygienic lives: always polishing floors, cleaning cars, etc.
7. Their children are insufferable: always dressed in best suits; not allowed to play.
8. Tidy people: lack ideas, are uncreative.
9. Never have time to create anything; always pursued by things.
10. Hypocrites: interested only in outward appearances.
11. Unfriendly people: their way of life doesn't encourage friendship.
12. Usually introvert: always thinking about themselves and their possessions
13. Very often depressed, unhappy; mental hospitals are full of tidy people.

19. 'The only way to travel is on foot'

The past ages of man have all been carefully labeled by anthropologists. Descriptions like 'Palaeolithic Man', 'Neolithic Man', etc., neatly sum up whole periods. When the time comes for anthropologists to turn their attention to the twentieth century, they will surely choose the label 'Legless Man'. Histories of the time will go something like this: 'in the twentieth century, people forgot how to use their legs. Men and women moved about in cars, buses and trains from a very early age. There were lifts and escalators in all large buildings to prevent people from walking. This situation was forced upon earth dwellers of that time because of miles each day. But the surprising thing is that they didn't use their legs even when they went on holiday. They built cable railways, ski-lifts and roads to the top of every huge mountain. All the beauty spots on earth were marred by the presence of large car parks.

The future history books might also record that we were deprived of the use of our eyes. In our hurry to get from one place to another, we failed to see anything on the way. Air travel gives you a bird's-eye view of the world – or even less if the wing of the aircraft happens to get in your way. When you travel by car or train a blurred image of the countryside constantly smears the windows. Car drivers, in particular, are forever obsessed with the urge to go on and on: they never want to stop. Is it the lure of the great motorways, or what? And as for sea travel, it hardly deserves mention. It is perfectly summed up in the words of the old song: 'I joined the navy to see the world, and what did I see? I saw the sea.' The typical twentieth-century traveler is the man who always says 'I've been there.' You mention the remotest, most evocative place-names in the world like El Dorado, Kabul,

Canberra and someone is bound to say 'I've been there' – meaning, 'I drove through it at 100 miles an hour on the way to somewhere else.'

When you travel at high speeds, the present means nothing: you live mainly in the future because you spend most of your time looking forward to arriving at some other place. But actual arrival, when it is achieved, is meaningless. You want to move on again. By traveling like this, you suspend all experience; the present ceases to be a reality: you might just as well be dead. The traveler on foot, on the other hand, lives constantly in the present. For him traveling and arriving are one and the same thing: he arrives somewhere with every step he makes. He experiences the present moment with his eyes, his ears and the whole of his body. At the end of his journey he feels a delicious physical weariness. He knows that sound. Satisfying sleep will be his: the just reward of all true travellers.

The argument: key words

1. Past ages carefully labelled by anthropologists: Palaeolithic Man, Neolithic Man, etc.
2. Twentieth century: anthropologists' label: 'Legless Man'.
3. A history of this time might sound like this:
4. Twentieth century: people forgot use of legs; used cars, buses, trains from early age.
5. Lifts, escalators in all buildings prevented them from walking.
6. Situation forced upon earth-dwellers: way of life; travelled long distances.
7. Even on holiday: cable railways, ski-lifts, roads to tops of mountains.
8. Don't use our eyes any more: hurry to get from place to place.
9. Air travel: a bird's-eye view of the world, or less.
10. Car and train: a blurred image of the countryside.
11. Car drivers: urge to go on and on without stopping; motorways to blame?
12. Sea travel: summed up in old song: 'I joined the navy ...'
13. Typical twentieth-century traveller: 'I've been there'. El Dorado, Kabul, Canberra: through at 100 miles an hour.
14. When travelling at high speeds present means nothing: life in future.
15. Actual arrival is meaningless; want to move on.
16. Suspend all experience; present no longer a reality; might as well be dead.
17. Traveller on foot: lives constantly in present.
18. Travelling and arriving: the same thing; arrives with every step.
19. Experiences present moment: ears, eyes, whole body.
20. End of journey: weariness, satisfying sleep: just reward.

The counter-argument: key words

1. Travelling at high speeds is a means not an end.
2. But it is also a pleasure in itself.
3. E.g. drivers experience great thrill, satisfaction, travelling long distances.
4. Air travel: exciting; unusual view of world.
5. Sea travel: a holiday in itself; modern ships are floating cities.
6. Approach to travel in twentieth century: practical and labour-saving.
7. Foolish to climb a mountain when there's a railway or road up it.
8. Travelling on foot: exhausting; you get nowhere fast.
9. If we depended on our legs, we would be isolated from each other, as in the past.
10. Modern means of communication make the world a small place.
11. It's now possible to see many countries, meet people of all nationalities.
12. Man uses his intelligence to extend his abilities: e.g, computers extend, not replace the use of our brains.
13. Modern means of travel extend, not replace the use of our legs.
14. Future anthropologists (and others) will have much to be grateful for.

20. 'Examinations exert a pernicious influence on education'

We might marvel at the progress made in every field of study, but the methods of testing a person's knowledge and ability remain as primitive as ever they were. It really is extraordinary that after all these years, educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell nothing about a person's true ability and aptitude.

As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. It doesn't matter that you weren't feeling very well, or that your mother dies. Little things like that don't count: the exam goes on. No one can give of his best when he is in mortal terror, or after sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of 'drop-outs': young people who are written off as utter failures before they have even embarked on a career? Can we be surprised at the suicide rate among students?

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memories. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always the best educated; they are the best trained in the technique of working under duress.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision on you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. It is cynical to suggest that examinations are merely a profitable business for the institutions that run them? This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: 'I were a teenage drop-out and now I are a teenage millionaire.'

The argument: key words

1. Great progress in many fields, but exams: a primitive method of testing knowledge and ability.
2. Educationists haven't devised anything more efficient, reliable.
3. Exams should test what you know; often do the opposite.
4. Test of memory, working under pressure; not ability, aptitude.
5. Exams cause anxiety: mark of success or failure; future decided by them.
6. Personal factors (e.g. health, mother's death) immaterial.
7. Cannot give of your best if in terror or after sleepless night.
8. School: vicious competition: success, failure clearly defined, measured.
9. Increasing number of 'drop-outs', suicides.
10. Education should train you to think for yourself; exam system doesn't.
11. Exams encourage memorization; restrict reading; induce cramming.
12. They lower teaching standards; teacher: no freedom.
13. Teachers often judged by exam results; therefore teach exam techniques.
14. Most successful candidates not best educated; best trained in techniques.

15. Results: subjective assessment by examiner.
16. Examiners human: tired, hungry, make mistakes, work under pressure.
17. After judge's decision, right of appeal; not after examiner's.
18. There must be more effective ways of assessing ability.
19. Exams merely a profitable business?

The counter-argument: key words

1. Exams are a well-tried system: many advantages.
2. They offer the best *quick* way of assessing a candidate.
3. Their reliability has been proved again and again.
4. They are marked anonymously: therefore reliable.
5. Not possible to do well relying merely on memory and exam techniques.
6. They are often not the only way of assessing a candidate: used in connection with teachers' assessments.
7. Exams are constantly being improved.
8. There are complex checking systems used by examiners to ensure fair results.
9. There is a lot of research into objective testing techniques to eliminate human error.
10. Computers are already widely used to mark specially devised tests.
11. Pernicious aspects of system (cramming, etc.) are not the fault of examinations, but of the teacher.
12. Teachers cram weak pupils to push them through; able pupils don't need cramming.
13. Teachers want examinations: they provide a clear objective.
14. The exam system may not be perfect, but it's the best we have; it may be painful, but so are many things in life.

21. 'Books, plays and films should be censored'

Let us suppose that you are in the position of a parent. Would you allow your children to read any book they want to without first checking its contents? Would you take your children to see any film without first finding out if it is suitable for them? If your answer to these questions is "yes", then you are either extremely permissive or just plain irresponsible. If your answer is "no", then you are exercising your right as a parent to protect your children from what you consider to be undesirable influences.

Now, of course, you will say that it is one thing to exercise censorship where children are concerned and quite another to do the same for adults. Children need

protection and it is the parents' responsibility to provide it. But what about adults? Aren't they old enough to decide what is good for them? The answer is that many adults are, but don't make the mistake of thinking that all adults are like yourself. Censorship is for the good of the society as a whole. Highly civilized people might find it possible to live amicably together without laws of any kind: they would just rely on good sense to solve their problems. But imagine what chaos there would be if we lived in a society without any laws! Like the law, censorship contributes to the common good.

Some people think that it is disgraceful that a censor should interfere with works of art. Who is this person, they say, to ban this great book or cut that great film? No one can set himself up as a superior being. Be we must consider two things. Firstly, where genuine works of art are concerned, modern censors are extremely liberal in their views – often far more liberal than a large section of the public. Artistic merit is something which censors clearly recognize. And secondly, we must bear in mind that the great proportion of books, plays and films which come before the censor are very far from being “works of art”.

When discussing censorship, therefore, we should not confine our attention to great masterpieces, but should consider the vast numbers of publications and films which make up the bulk of the entertainment industry. When censorship laws are relaxed, unscrupulous people are given a license to produce virtually anything in the name of “art”. There is an increasing tendency to equate “artistic” with “pornographic”. The vast market for pornography would rapidly be exploited. One of the great things that censorship does is to prevent certain people from making fat profits by corrupting the minds of others. To argue in favor of absolute freedom is to argue in favor of anarchy. Society would really be the poorer if it deprived itself of the wise counsel and the restraining influence which a censor provides.

The argument: key words

1. Put yourself in position of parent: let children read any book, see any film?
2. Yes: permissive or irresponsible.
3. No: exercising a parent's right to protect children.
4. Acting as censor, therefore admitting a case for censorship.
5. Children need protection, different from adults?
6. Not all adults mature enough to decide what's good for them.
7. Censorship good for society as a whole.
8. Civilized people might do without laws, but not whole society.
9. Censorship is like the law: for the common good.
10. People think a censor must not interfere with works of art.

11. But censors are extremely liberal: recognize merit.
12. Majority of books, plays, films are not works of art.
13. We must not confine attention to masterpieces.
14. Numerous publications, films: bulk of entertainment industry.
15. Unscrupulous people: produce anything in the name of art; exploit vast pornography market.
16. Tendency to equate 'artistic' and 'pornographic'.
17. Censorship prevents profits from corrupting minds of others.
18. Absolute freedom equals anarchy.
19. Censor: wise counsel, restraining influence.

The counter-argument: key words

1. Parents protecting children: not relevant to the argument.
2. Books, plays, films should be considered under common law: not under special censorship code.
3. Dangerous to admit the principle of censorship.
4. Censorship limits and controls the way people feel and think.
5. What it leads to: e.g., in totalitarian countries: outrageous decisions.
6. Not consistent with the ideals of democracy.
7. Who shall be censor? What qualifications for this super-being?
8. Many idiotic decisions by 'protectors of public' from Bowdler onwards.
9. Censorship does not prevent pornography; market always exists and is exploited whether there is a censor or not.
10. Any publication or film offensive to decency would still be liable to prosecution without censorship.
11. Censors do not distinguish between 'works of art' and others.
12. They cut and ban indiscriminately: make subjective decisions.
13. Banning books, etc., has the effect of drawing attention to them and vastly increasing sales.
14. This can never happen in a society free from censorship. E.g. Denmark.

22. 'People should be rewarded according to ability, not according to age and experience'

Young men and women today are finding it more and more necessary to protest against what is known as the "Establishment": that is, the people who wield power in our society. Clashes with the authorities are reported almost daily in the press. The tension that exists between old and young could certainly be lessened if

some of the most obvious causes were removed. In particular, the Establishment should adopt different attitudes to work and the rewards it brings. Today's young people are ambitious.

Many are equipped with a good education and are understandably impatient to succeed as quickly as possible. They want to be able to have their share of the good things in life while they are still young enough to enjoy them. The Establishment, however, has traditionally believed that people should be rewarded according to their age and experience. Ability counts for less. As the Establishment controls the purse-strings, its views are inevitably imposed on society. Employers pay the smallest sum consistent with keeping you in a job. You join the hierarchy and take your place in the queue. If you are young, you go to the very end of the queue and stay there no matter how brilliant you are.

What you know is much less important than whom you know and how old you are. If you are able, your abilities will be acknowledged and rewarded in due course, that is, after twenty or thirty years have passed. By that time you will be considered old enough to join the Establishment and you will be expected to adopt its ideals. God help you if you don't.

There seems to be a gigantic conspiracy against young people. While on the one hand society provides them with better educational facilities, on the other it does its best to exclude them from the jobs that really matter. There are exceptions, of course. Some young people do manage to break through the barrier despite the restrictions, but the great majority have to wait patiently for years before they can really give full rein to their abilities. This means that, in most fields, the views of young people are never heard because there is no one to represent them. All important decisions about how society is to be run are made by people who are too old to remember what it was like to be young.

Resentment is the cause of a great deal of bitterness. The young resent the old because they feel deprived of the good things life has to offer. The old resent the young because they are afraid of losing what they have. A man of fifty or so might say, "Why should a young rascal straight out of school earn more than I do?" But if the young rascal is more able, more determined, harder-working than his middle-aged critic, why shouldn't he? Employers should recognize ability and reward it justly. This would remove one of the biggest causes of friction between old and young and ultimately it would lead to a better society.

The argument: key words

1. Young people frequently protest against the Establishment.
2. Tension could be lessened if causes were removed.

3. Big difference in attitude to work and rewards.
4. The young today: ambitious, well-educated, eager to succeed.
5. The Establishment believes in rewarding according to age and experience; ability secondary.
6. Controls purse-strings: pays the smallest possible sums.
7. The young join hierarchy at the end of the queue; *what* you know less important than *whom* you know.
8. Rewards come after twenty or thirty years.
9. By that time, old enough to join Establishment, adopt its ideals.
10. Big conspiracy against the young.
11. Society provides a good education, withholds important jobs.
12. Very few young people break through barrier.
13. Views of the young not represented; the old make decisions. Kennedy a notable exception.
14. Resentment causes bitterness.
15. The young resent the old: feel deprived of the good things in life.
16. The old resent the young: afraid of losing what they have.
17. E.g. a man of fifty resents a young man earning more.
18. Society must recognize ability and reward accordingly .
19. Cause of friction between the old and young would be removed.

The counter-argument: key words

1. There is a hierarchy, but young people rise up scale more quickly than ever before.
2. Young people mature more quickly, assume responsibilities.
3. Many young people in teens, early twenties: great success.
4. Many others successful by late twenties, early thirties.
5. Attitudes to work not a cause of friction between Establishment and young.
6. Clashes due to other causes: different sets of values.
7. In a free society, people are rewarded according to many factors, not just ability, age, etc. E.g. enterprise, initiative, etc.
8. Young people are free to compete on equal terms in democratic society.
9. Big organizations (e.g. large firms, civil service) could not function without hierarchy.
10. Big organizations are quick to spot and acknowledge ability.
11. It's only fair that a young man should receive smaller rewards.
12. Experience is a valuable commodity, hard to obtain.
13. Older people have great responsibilities: young families, ageing parents.

14. In society, everyone gets what he deserves.

23. 'The tourist trade contributes absolutely nothing to increasing understanding between nations'

The tourist trade is booming. With all this coming and going, you'd expect greater understanding to develop between the nations of the world. Not a bit of it! Superb systems of communication by air, sea and land make it possible for us to visit each other's countries at a moderate cost. What was once the 'grand tour', reserved for only the very rich, is now within everybody's grasp? The package tour and chartered flights are not to be sneered at. Modern travelers enjoy a level of comfort which the lords and ladies on grand tours in the old days couldn't have dreamed of. But what's the sense of this mass exchange of populations if the nations of the world remain basically ignorant of each other?

Many tourist organizations are directly responsible for this state of affairs. They deliberately set out to protect their clients from too much contact with the local population. The modern tourist leads a cosseted, sheltered life. He lives at international hotels, where he eats his international food and sips his international drink while he gazes at the natives from a distance. Conducted tours to places of interest are carefully censored. The tourist is allowed to see only what the organizers want him to see and no more. A strict schedule makes it impossible for the tourist to wander off on his own; and anyway, language is always a barrier, so he is only too happy to be protected in this way. At its very worst, this leads to a new and hideous kind of colonization. The summer quarters of the inhabitants of the cite universities: are temporarily reestablished on the island of Corfu. Blackpool is recreated at Torremolinos where the traveler goes not to eat paella, but fish and chips.

The sad thing about this situation is that it leads to the persistence of national stereotypes. We don't see the people of other nations as they really are, but as we have been brought up to believe they are. You can test this for yourself. Take five nationalities, say, French, German, English, American and Italian. Now in your mind, match them with these five adjectives: musical, amorous, cold, pedantic, native. Far from providing us with any insight into the national characteristics of the peoples just mentioned, these adjectives actually act as barriers. So when you set out on your travels, the only characteristics you notice are those which confirm your preconceptions. You come away with the highly unoriginal and inaccurate impression that, say, 'Anglo-Saxons are hypocrites' or that 'Latin peoples shout a lot'. You only have to make a few foreign friends to understand how absurd and

harmful national stereotypes are. But how can you make foreign friends when the tourist trade does its best to prevent you?

Carried to an extreme, stereotypes can be positively dangerous. Wild generalizations stir up racial hatred and blind us to the basic fact-how trite it sounds! – That all people are human. We are all similar to each other and at the same time all unique.

The argument: key words

1. Considerable tourist traffic, but no greater understanding between nations.
2. Superb system of communication: air, sea, land; moderate cost.
3. Grand tour: for very rich. Now: package tour: high level comfort.
4. What's the sense, if ignorant of each other?
5. Tourist organizations responsible: protect clients from local people.
6. Modern tourist: a sheltered life; international hotels, food, etc.
7. Local sight-seeing censored by organizers.
8. Tourists happy to be protected.
9. New and hideous colonization: e.g. Corfu; Blackpool: Torremolinos.
10. This leads to persistence of national stereotypes.
11. See others not as they are, but as we have been taught to believe they are.
12. Test for yourself: match French, German, English, American, Italian with: musical, amorous, cold, pedantic, native,
13. Adjectives: no insight into characteristics, but barriers.
14. When travelling you notice characteristics which confirm preconceptions.
15. E.g. Anglo-saxons: hypocrites; Latin peoples: noisy.
16. Foreign friends make you understand stereotypes absurd, harmful.
17. Tourist trade prevents you making foreign friends.
18. Stereotypes: dangerous, can stir up racial hatred.
19. All people human; all similar; all unique.

The counter-argument: key words

1. Stereotypes: nothing to do with tourist trade.
2. Idea of stereotypes only a party joke anyway.
3. Tourism contributes enormously to international understanding.
4. Pre-war days hardly anyone travelled; today hardly anyone doesn't.
5. This in itself cannot fail to lead to understanding.
6. E.g. consider the way nations influence each other: fashions, eating habits, etc.

7. Many examples of 'national' fashions becoming world fashions.
8. World today: a small place; barriers breaking down everywhere.
9. E.g. European Economic Community; United Nations, etc.
10. Increasing tendency to identify with larger groups.
11. Great interest in language learning.
12. People who are 'protected' at international hotels are old and rich.
13. The young are more impressionable, not so 'protected',
14. People are eager to get to know each other; curious about different way of life.

24. 'Only a madman would choose to live in a large modern city'

'Avoid the rush-hour' must be the slogan of large cities the world over. If it is, it's a slogan no one takes the least notice of. Twice a day, with predictable regularity, the pot boils over. Wherever you look it's people, people, people. The trains which leave or arrive every few minutes are packed: an endless procession of human sardine tins. The streets are so. Crowded, there is hardly room to move on the pavements. The queues for buses reach staggering proportions. It takes ages for a bus to get to you because the traffic on, the roads has virtually come to a standstill. Even when a bus does at last arrive, it's so full, it can't take any more passengers. This whole crazy system of commuting stretches man's resources to the utmost. The smallest unforeseen event can bring about conditions of utter chaos. A power-cut, for instance, an exceptionally heavy snowfall or a minor derailment must always make city-dwellers realize how precarious the balance is. The extraordinary thing is not that people put up with these conditions, but that they actually choose them in preference to anything else.

Large modern cities are too big to control. They impose their own living conditions on the people who inhabit them. City-dwellers are obliged by their environment to adopt a wholly unnatural way of life. They lose touch with the land and rhythm of nature. It is possible to live such an air-conditioned existence in a large city that you are barely conscious of the seasons. A few flowers in a public park (if you have the time to visit it) may remind you that it is spring or summer. A few leaves clinging to the pavement may remind you that it is autumn. Beyond that, what is going on in nature seems totally irrelevant. All the simple, good things of life like sunshine and fresh air are at a premium. Tall buildings blot out the sun. Traffic fumes pollute the atmosphere. Even the distinction between day and night is lost. The flow of traffic goes on unceasingly and the noise never stops.

The funny thing about it all is that you pay dearly for the 'privilege' of living in a city. The demand for accommodation is so great that it is often impossible for ordinary people to buy a house of their own. Exorbitant rents must be paid for tiny

flats which even country hens would disdain to live in. Accommodation apart, the cost of living is very high. Just about everything you buy is likely to be more expensive than it would be in the country.

In addition to all this, city-dwellers live under constant threat. The crime rate in most cities is very high. Houses are burgled with alarming frequency. Cities breed crime and violence and are full of places you would be afraid to visit at night. If you think about it, they're not really fit to live in at all. Can anyone really doubt that the country is what man was born for and where he truly belongs?

The argument: key words

1. 'Avoid rush-hour': slogan of every large city; no one does.
2. Happens twice a day.
3. Trains packed; streets crowded; bus queues; traffic jams; buses full.
4. Commuting stretches man's resources.
5. Unforeseen events (e.g, power-cut, heavy snowfall): chaos.
6. People actually choose such conditions.
7. Large modern cities too big to control.
8. Impose their own living conditions on people.
9. City-dwellers: unnatural way of life.
10. Lose touch with land, rhythms of nature.
11. Air-conditioned existence: barely conscious of seasons: flowers: spring; leaves: autumn; nature irrelevant.
12. Simple good things (e.g., sunlight, fresh air) at a premium.
13. Distinction day, night is lost; always noise, traffic.
14. Expensive 'privilege'.
15. Accommodation: house of your own impossible; rents high.
16. Cost of living in general high.
17. Lack of security: cities breed crime and violence; houses often burgled.
18. Cities not fit to live in; man born for country.

The counter-argument: key words

1. If proposition is true, then there are millions of madmen.
2. Most people love cities: proof: man is fleeing from countryside.
3. Modern man too sophisticated for simple country pleasures.
4. It's enough to visit countryside at week-ends.
5. Objections to city living are unconvincing:
6. Commuting does not really affect those who *live* in cities; a small inconvenience

only.

7. Noise, traffic, etc., hardly noticeable; people easily adapt.
8. Very small minority of city-dwellers ever involved in crime, violence.
9. Many reasons why city life is preferable:
10. Good to be near one's friends; never cut off by weather conditions.
11. Life is never dull; always something to do.
12. Cities offer high concentration of good things in life: big stores, restaurants, theatres, cinemas, galleries, etc.
13. Services are always better: better schools, more amenities (e.g. swimming-pools, etc.).
14. More chances of employment; greater range of jobs; more opportunity to succeed in life.

25. 'Equality of opportunity in the twentieth century has not destroyed the class system'

These days we hear a lot of nonsense about the 'great classless society'. The idea that the twentieth century is the age of the common man has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been completely discredited. The monarchies that survive have been deprived of all political power. Inherited wealth has been savagely reduced by taxation and, in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great millennium has become a political reality. But has it? Close examination doesn't bear out the claim.

It is a fallacy to suppose that all men are equal and that society will be leveled out if you provide everybody with the same educational opportunities. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability with a total disregard for the principle of equality. The old rules of the jungle, 'survival of the fittest', and 'might is right' are still with us. The spread of education has destroyed the old class system and created a new one. Rewards are based on merit. For 'aristocracy' read 'meritocracy'; in other respects, society remains unaltered: the class system is rigidly maintained.

Genuine ability, animal cunning, skill, the knack of seizing opportunities, all bring material rewards. And what is the first thing people do when they become rich? They use their wealth to secure the best possible opportunities for their children, to give them 'a good start in life'. For all the lip service we pay to the idea of equality, we do not consider this wrong in the western world. Private

schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be free to choose how they will educate their children. In this way, the new meritocracy can perpetuate itself to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also used indiscriminately to further political ends. It would be almost impossible to become the leader of a democracy without massive financial backing. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to the principle of social equality, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end, all political ideologies boil down to the same thing: class divisions persist whether you are ruled by a feudal king or an educated peasant.

The argument: key words

1. Nonsense about 'classless society', 'age of common man'.
2. Arguments: monarchy as system of government discredited; no political power.
3. Inherited wealth reduced by taxation; will disappear in time.
4. Some countries: the people rule; millennium, a reality.
5. These arguments are questionable.
6. Fallacies: all men are equal; society leveled out by equal educational opportunities.
7. (Can there ever be equal educational opportunities?)
8. Nature disregards the equality principle when dispensing brains, ability.
9. Rules of jungle: survival of fittest, might is right.
10. Education destroyed old class system, created new one; not aristocracy, but meritocracy.
11. Material rewards for genuine ability, skill, etc.
12. People use wealth to help their children: 'good start' - not considered wrong.
13. Private schools: in a democracy, free to choose.
14. Meritocracy self-perpetuating: ability plus wealth: more rapid success.
15. Wealth used for political ends; financial backing necessary for power.
16. Private education forbidden in some societies, but rewards still according to ability.
17. Great need for skilled workers, therefore least able neglected; bright children trained to rule.
18. Still class divisions whether under feudal king or educated peasant.

The counter-argument: key words

1. What is criterion of classless society? Freedom to compete for any position.
2. Impossible under old hereditary class system.
3. Quite possible today: a truly classless society.
4. External things (possessions, manner of dress, accent, behaviour, etc.) count for little.
5. Ability the important thing.
6. This hasn't created a new class: no rigid divisions in society.
7. Impossible for meritocracy to be self-perpetuating.
8. Social welfare systems widespread: east and west.
9. Social services available in many countries: health, education, pensions, etc.
10. Rights of individual safe-guarded: e.g, Ombudsman system in some countries.
11. Difficult for individual to become rich because of tax laws.
12. Surviving 'privileges' (monarchies, private schools, etc.) under constant attack.
13. Twentieth century *is* age of common man: his voice is the most powerful; Trade Unions, etc.
14. Highest ideals in our time: to further the *common* good, not the interest of a small class.

26. 'No one wants to live to be a hundred'

It's only natural to look forward to something better. We do it all our lives. Things may never really improve, but at least we always hope they will. It is one of life's great ironies that the longer we live, the less there is to look forward to. Retirement longer we live, the less there is to look forward to. Retirement may bring with it the fulfillment of lifetime's dreams. At last there will be time to do all the things we never had time for. From then on, the dream fades. Unless circumstances are exceptional, the prospect of growing really old is horrifying. Who wants to live long enough to become a doddering wreck? Who wants to revert to that most dreaded of all human conditions, a second childhood?

Well, it seems that everybody wants to. The Biblical span of three score years and ten is simply not enough. Medical science is doing all it can to extend human life and is succeeding brilliantly. Living conditions are so much better, so many diseases can either be prevented or cured that life expectation has increased enormously. No one would deny that this is a good thing — provided one enjoys perfect health. But is it a good thing to extend human suffering, to prolong life, not in order to give joy and happiness, but to give pain and sorrow? Take an extreme example. Take the case of a man who is so senile he has lost all his faculties. He is

in hospital in an unconscious state with little chance of coming round, but he is kept alive by artificial means for an indefinite period. Everyone, his friends, relatives and even the doctors agree that death will bring release. Indeed, the patient himself would agree-if he were in a position to give voice to his feelings. Yet everything is done to perpetuate what has become a meaningless existence. The question of euthanasia raises serious moral issues, since it implies that active measures will be taken to terminate human life. And this is an exceedingly dangerous principle to allow. But might it not be possible to compromise? With regard to senility, it might be preferable to let nature take its course when death will relieve suffering. After all, this would be doing no more than was done in the past, before medical science made it possible to interfere with the course of nature.

There are people in Afghanistan and Russia who are reputed to live to a ripe old age. These exceptionally robust individuals are just getting into their stride at 70. Cases have been reported of men over 120 getting married and having children. Some of these people are said to be over 150 years old. Under such exceptional conditions, who wouldn't want to go on living forever? But in our societies, to be 70, usually means that you are old; to be 90, often means that you are decrepit. The instinct for self-preservation is the strongest we possess. We cling dearly to life while we have it and enjoy it. But there always comes a time when we'd be better off dead.

The argument: key words

1. We always look forward to something better.
2. One of life's ironies: the longer we live, the less to look forward to.
3. Retirement: fulfillment lifetime's ambitions.
4. From then on, dream fades; prospect growing old: horrifying.
5. Who wants to become doddering wreck? Revert to second childhood?
6. Everybody. Biblical span not enough.
7. Medical science, living conditions, etc., increased life expectation.
8. A good thing, provided we enjoy perfect health.
9. But is it a good thing to extend life to give pain, sorrow?
10. E.g. old man: lost all faculties; hospital, unconscious; kept alive artificial means; death: release; but meaningless existence prolonged.
11. Euthanasia: serious moral issues.
12. Deliberate termination life: a dangerous principle.
13. Compromise: let nature take its course; death relieve suffering.
14. As was done before medical progress.
15. Afghanistan, Russia: people reputed live very long time.

16. Robust at 70; marriage, children at 120; live to over 150.
17. Exceptional conditions: want to live forever.
18. But in our societies: 70: old; 90: decrepit.
19. Strong instinct self-preservation; but always time when we'd be better off dead.

The counter-argument: key words

1. As long as there's hope, possibility of life, man clings to it: natural tendency.
2. Care of the aged: the mark of a civilized society.
3. Many examples of success of modern medical science. E.g. Heart transplants; spare-parts surgery.
4. Why? People desperately want to go on living; most basic of human rights.
5. Even most infirm state is better than no life at all.
6. We haven't right to take decisions about others' lives.
7. Do we want others to take decisions about our lives?
8. The duty of science to prolong life: has always been so.
9. To do otherwise is first step to acceptance of euthanasia.
10. Allowing nature to take its course: a dangerous anti-life principle that can apply irrespectively to young and old.
11. E.g. would you let sick baby, young man, woman die because they are suffering?
12. Suffering is universal: can't have different rules for old and young.
13. People rarely think of death; take life for granted; *assume* they will live to 100.
14. They assume it because they want it.

27. 'Capital punishment is the only way to deter criminals'

Perhaps all criminals should be required to carry cards which read: Fragile: Handle with Care. It will never do, these days, to go around referring to criminals as violent thugs. You must refer to them politely as "social misfits". The professional killer who wouldn't think twice about using his cosh or crowbar to batter some harmless old lady to death in order to rob her of her meager life-savings must never be given a dose of his own medicine. He is in need of "hospital treatment". According to his misguided defenders, society is to blame.

A wicked society breeds evil – or so the argument goes. When you listen to this kind of talk, it makes you wonder why we aren't all criminals. We have done away with the absurdly harsh laws of the nineteenth century and this is only right. But surely enough is enough. The most senseless piece of criminal legislation in

Britain and a number of other countries has been the suspension of capital punishment.

The violent criminal has become a kind of hero-figures in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for his "memoirs". Newspapers which specialize in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or "murder mysteries" have never had it so good. When you read about the achievement of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other, It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to ponder about while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers armed with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that "life sentence" does not mean what it says.

After ten years or so of "good conduct" the most desperate villain is free to return to society where he will live very comfortably, thank you, on the proceeds of his crime, or he will go on committing offences until he is caught again. People are always willing to hold liberal views at the expense of others. It's always fashionable to pose as the defender of the under-dog, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they suspended capital punishment? Hardly. You see, they couldn't, because all the victims were dead.

The argument: key words

1. Criminals should carry cards: Fragile: Handle With Care.
2. We mustn't refer to them as thugs, but as social misfits.
3. Killer who murders old lady for savings needs 'hospital treatment'.
4. 'Society is to blame' argument - why aren't we all criminals?
5. We have done away with absurdly harsh laws: that's enough.
6. Suspension of capital punishment: senseless.
7. Violent criminal: a hero figure.
8. Glorified on screen and by press.

9. Great demand for crime stories.
10. Train robbers: a glorious resistance movement?
11. Cuddled by sociologists, adored by masses, the criminal is a privileged person.
12. He expects and receives VIP treatment.
13. Capital punishment was once a major deterrent: the robber, the poisoner.
14. It protected unarmed policemen, young children.
15. Now the criminal can get away with murder.
16. 'Life sentence': ten years 'good conduct' and then freedom to live on the proceeds of crime.
17. People hold liberal views at the expense of others.
18. Were victims consulted before suspension of capital punishment? No: they were dead.

The counter-argument: key words

1. We shouldn't be blinded by emotional arguments: glorification of criminal on screen, etc., irrelevant.
2. What are the facts? E.g. in Britain capital crime has *not* increased since suspension of capital punishment.
3. This has been proved many times in the past: relaxation of harsh laws has never led to increase in crime.
4. Therefore the 'deterrent' argument is absurd: capital punishment never protected anyone.
5. Those in favour of capital punishment are motivated only by desire for revenge and retaliation.
6. There has been a marked trend in society towards the humane treatment of less fortunate members.
7. E.g. compare the treatment of the insane in the past with today.
8. This same attitude characterizes our approach to crime.
9. Hanging, electric chairs, garroting, etc., are barbaric practices, unworthy of human beings.
10. Suspension of capital punishment is enlightened and civilized.
11. Capital punishment creates, it does not solve problems.
12. Solution lies elsewhere: society *is* to blame.
13. Overcrowding, slums, poverty, broken homes: these are the factors that lead to crime.
14. Crime can only be drastically reduced by the elimination of social injustices - not by creating so-called 'deterrents' when the real problems remain unsolved.

28. 'The space race is the world's biggest money waster'

Almost every day we see something in the papers about the latest exciting developments in the space race. Photographs are regularly flashed to the earth from thousands and even millions of miles away. They are printed in our newspapers and shown on our television screens as a visible proof of man's newest achievements. The photographs neatly sum up the results of these massive efforts to 'conquer space' and at the same time they expose the absurdity of the undertaking. All we can see is an indistinguishable blob which is supposed to represent a planet seen from several thousand miles away. We are going to end up with a little moon-dust and few stones which will be put behind glass in some museum. This is hardly value for money when you think that our own earth can provide countless sights which are infinitely more exciting and spectacular.

The space race is not simply the objective search for knowledge it is often made out to be. It is just an extension of the race for power on earth. Only the wealthiest nations can compete and they do so in the name of pure scientific research. But in reality, all they are interested in is power and prestige. They want to impress us, their spectators, with a magnificent show of strength. Man has played the power game ever since he appeared on earth. Now he is playing it as it has never been played before. The space race is just another aspect of the age-old argument that 'might is right'.

We are often told that technological know-how, acquired in attempting to get us into orbit, will be utilized to make life better on earth. But what has the space race done to relieve the suffering of the earth's starving millions? In what way has it raised the standard of living of any one of us? As far as the layman is concerned, the practical results of all this expenditure of money and effort are negligible. Thanks to space research, we can now see television pictures transmitted live half-way across the globe and the housewife can use non-stick frying-pans in the kitchen. The whole thing becomes utterly absurd when you think that no matter what problems man overcomes, it is unlikely that he will ever be able to travel even to the nearest star.

Poverty, hunger, disease and war are man's greatest enemies and the world would be an infinitely better place if the powerful nations devoted half as much money and effort to these problems as they do to the space race. For the first time in his history, man has the overwhelming technological resources to combat human suffering, yet he squanders them on meaningless pursuits.

If a man deprived himself and his family of food in order to buy and run a car, we would consider him mad. Individuals with limited budgets usually get their priorities right: they provide themselves with necessities before trying to obtain

luxuries. Why can't great nations act in the same sensible way? Let us put our house in order first and let space look after itself.

The argument: key words

1. Space race achievements, always in news.
2. Photographs regularly in newspapers, on TV.
3. Visible proof of man's achievements.
4. Photographs sum up massive efforts to conquer space: absurd undertaking.
5. We see indistinguishable blob: a planet.
6. End up with moon-dust in museum; earth: more spectacular sights.
7. Space race: not objective search for knowledge but power race.
8. Wealthiest nations only: power and prestige.
9. Playing age-old power game as never before: 'might is right'.
10. We are told: technological know-how: improves life on earth.
11. Space race done nothing for starving millions.
12. Has not raised anyone's living standards.
13. Practical results negligible: TV, non-stick frying-pans.
14. Impossible ever to reach nearest star.
15. Greatest enemies: poverty, hunger, disease, war.
16. Money should be spent preventing these, not wasted on space race.
17. Individuals get their priorities right: e.g, car.
18. Necessities before luxuries.
19. Great nations: put our house in order first.

The counter-argument: key words

1. We cannot impose restrictions on man's desire for knowledge.
2. If we did: no progress.
3. E.g. progress in communications, travel, automation: all results of man's desire for knowledge.
4. Man ready technologically for space research, cannot do otherwise.
5. Man's intense curiosity: world fully explored; space is next logical step.
6. Even desire for prestige has its value: added incentive, greater efforts.
7. There are other ways of putting our house in order; no reason to give up space research.
8. Technology is already solving practical problems: e.g., protein obtained from oil and coal.
9. Space research fires imagination; very exciting achievements.

10. Satellites, Telstar, Moon, Venus, Mars.
11. Radio telescopes, satellite tracking, quasars.
12. There is no such thing as useless knowledge.
13. Increasing understanding of universe, earth, our origins.
14. Unforeseeable practical results.
15. Mass-emigration from overpopulated earth, a possibility?
16. Most exciting possibility of all: communication with other beings.

29. 'Violence can do nothing to diminish race prejudice'

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences, that it is not even questioned. There are countries where the white man imposes his rule by brute force; there are countries where the black man protests by setting fire to cities and by looting and pillaging. Important people on both sides, who would in other respects appear to be reasonable men, get up and calmly argue in favor of violence – as if it were a legitimate solution, like any other. What is really frightening, what really fills you with despair, is the realization that when it comes to the crunch, we have made no actual progress at all. We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the recorded history of the human race, that tedious documentation of violence, has taught us absolutely nothing. We have still not learnt that violence never solves a problem but makes it more acute. The sheer horror, the bloodshed, the suffering mean nothing. No solution ever comes to light the morning after when we dismally contemplate the smoking ruins and wonder what hit us.

The truly reasonable men who know where the solutions lie are finding it harder and harder to get a hearing. They are despised, mistrusted and even persecuted by their own kind because they advocate such apparently outrageous things as law enforcement. If half the energy that goes into violent acts were put to good use, if our efforts were directed at cleaning up the slums and ghettos, at improving living-standards and providing education and employment for all, we would have gone a long way to arriving at a solution. Our strength is sapped by having to mop up the mess that violence leaves in its wake. In a well-directed effort, it would not be impossible to fulfill the ideals of a stable social programme. The benefits that can be derived from constructive solutions are everywhere apparent in the world around us. Genuine and lasting solutions are always possible, providing we work within the framework of the law.

Before we can even begin to contemplate peaceful co-existence between the races, we must appreciate each other's problems. And to do this, we must learn

about them: it is a simple exercise in communication, in exchanging information. 'Talk, talk, talk,' the advocates of violence say, 'all you ever do is talk, and we are none the wiser.' It's rather like the story of the famous barrister who painstakingly explained his case to the judge. After listening to a lengthy argument the judge complained that after all this talk, he was none the wiser. 'Possible, my lord,' the barrister replied, 'none the wiser, but surely far better informed.' Knowledge is the necessary prerequisite to wisdom: the knowledge that violence creates the evils it pretends to solve.

The argument: key words

1. In countries where racial prejudice is acute, violence is taken for granted.
2. E.g. white man rules by brute force; black man protests: fire and pillaging.
3. Important people on both sides see violence as a legitimate solution.
4. It's frightening to realize that man has made no progress: collars and ties instead of war-paint, but unchanged. .
5. Recorded history has taught us nothing.
6. Violence only makes problem more acute: horror, bloodshed are not solutions.
7. Truly reasonable men don't get a hearing.
8. They advocate law enforcement and are mistrusted and persecuted.
9. Energy should be directed at clearing up slums, ghettos, improving living standards, providing education, employment.
10. Strength sapped by violence.
11. Well-directed efforts: great benefits.
12. We must always work within the framework of the law.
13. First step: we must appreciate each other's problems.
14. An exercise in communication, exchanging information.
15. 'Talk, talk, talk, and we are none the wiser' - say advocates of violence.
16. Story of barrister and judge.
17. None the wiser. Possibly ... but far better informed.
18. Knowledge, the prerequisite of wisdom: the knowledge that violence creates the evils it pretends to solve.

The counter-argument: key words

1. What are the lessons about democracy which the black man has learnt from the white man? What has he learnt about liberty, equality and fraternity?
2. He has learnt that universal suffrage is a myth; that there are many forms of justice; that his presence devalues property.

3. Above all, he has learnt that the *status quo* is preserved by violence.
4. When dealing with each other, white men depend on force.
5. E.g. Peaceful co-existence between east and west is maintained by the constant threat of war.
6. Weakness on one side means domination by the other.
7. Weak opponents are repressed by force and kept in subjection by violence.
8. The black man has learned the rules of the game and applies them.
9. The Christian ideal of turning the other cheek is something the white man preaches but fails to practice.
10. The white man sets all the examples.
11. The *only* way to get a hearing is through violence.
12. Violence improves your status, encourages them to respect you a force to be reckoned with.
13. Only then can the parties negotiate on equal.
14. Violence is a well-tryed means of achieving peace and can succeed where other means are bound to fail.

30. 'The most important of all human qualities is a sense of humour'

Biologically, there is only one quality which distinguishes us from animals: the ability to laugh. In a universe which appears to be utterly devoid of humor, we enjoy this supreme luxury. And it is a luxury, for unlike any other bodily process, laughter does not seem to serve a biologically useful purpose. In a divide world, laughter is a unifying force. Human beings oppose each other on a great many issues. Nations may disagree about systems of government and human relations may be plagued by ideological factions and political camps, but we all share the ability to laugh. And laughter, in turn, depends on that most complex and subtle of all human qualities: a sense of humor certain comic stereotypes have a universal appeal. This can best be seen from the world-wide popularity of Charlie Chaplin's early films. The little man at odds with society never fails to amuse no matter which country we come from. As that great commentator on human affairs, Dr. Samuel Johnson, once remarked, 'Men have been wise in very different modes; but they have always laughed in the same way.'

A sense of humor may take various forms and laughter may be anything from a refined tingle to an earth quaking roar, but the effect is always the same. Humor helps us to maintain a correct sense of values. It is the one quality which political fanatics appear to lack. If we can see the funny side, we never make the mistake of taking ourselves too seriously. We are always reminded that tragedy is not really far removed from comedy, so we never get a lop sided view of things.

This is one of the chief functions of satire and irony. Human pain and suffering are so grim; we hover so often on the brink of war; political realities are usually enough to plunge us into total despair. In such circumstances, cartoons and satirical accounts of somber political events redress the balance. They take the wind out of pompous and arrogant politicians who have lost their sense of proportion. They enable us to see that many of our most profound actions are merely comic or absurd. We laugh when a great satirist like Swift writes about war in *Gulliver's Travels*. The Lilliputians and their neighbors attack each other because they can't agree which end to break an egg. We laugh because we meant to laugh; but we are meant to weep too. It is too powerful a weapon to be allowed to flourish.

The sense of humor must be singled out as man's most important quality because it is associated with laughter. And laughter, in turn, is associated with happiness. Courage, determination, initiative – these are qualities we share with other forms of life. But the sense of humor is uniquely human. If happiness is one of the great goals of life, then it is the sense of humor that provides the key.

The argument: key words

1. Biologically, ability to laugh distinguishes us from animals.
2. Universe devoid of humor; laughter a luxury; no biologically useful purpose.
3. Laughter: a unifying force.
4. Divided world; nations disagree; ideological factions; political camps; but everyone can laugh.
5. Laughter depends on sense of humor.
6. Certain comic stereotypes: universal appeal; e.g. Chaplin's films; little man versus society.
7. Dr. Johnson: men wise, different modes; laughed same way.
8. Sense of humor and laughter: various forms: refined tinkle; earthquaking roar.
9. Effect the same: maintaining sense of values.
10. Political fanatics lack humor.
11. Prevents us taking ourselves too seriously; reminds us: tragedy, comedy related.
12. Function of irony and satire.
13. Much grimness in world; cartoons, etc., redress balance.
14. Deflate arrogant politicians; show absurdity of actions.
15. E.g. Swift: *Gulliver's Travels*: Lilliputians: egg.
16. Satire banned in totalitarian regimes.
17. Sense of humour important; associated laughter, happiness.

18. Share some qualities with other forms life: e.g. courage, etc.
19. Sense of humor uniquely human.
20. Happiness: goal; sense of humor, key to happiness.

The counter-argument: key words

1. All human qualities are important.
2. It's absurd to stress one quality at the expense of others.
3. The ability to laugh is universal, but the sense of humor differs from country to country.
4. E.g. Cartoons, jokes of one nation not always funny to another.
5. Examples from humorous publications: *Punch*, *New Yorker*, etc.
6. Satire and irony can be harsh and cruel, not at all funny.
7. Humor emphasizes less serious aspects of human life, therefore not so important.
8. Human achievements result from other qualities.
9. E.g. curiosity, ambition, imagination, intelligence, etc.
10. Humor does not solve any problems, merely blinds us to them.
11. Humor cannot alleviate suffering, etc.
12. Love, charity, compassion far more important.
13. Humor: not the key to happiness.
14. Happiness results from the combination of a great many qualities.

Useful expressions

Letters objecting to someone's plans

I am writing to express my concern / disappointment / alarm at hearing...

I was extremely alarmed / sorry / distressed to hear about your plans to...

As I think you know...

May I point out that...

I feel I really must object to...

I am extremely concerned at the thought that...

It must be very clear that...

I dread to imagine what damage this will cause.

May I respectfully suggest that you...

I was wondering if you had considered this alternative.

Would it not be possible to... ?

Letters of complaint

I am writing to complain about...

I am writing to tell you how disappointed / annoyed I feel about...

I was amazed / distressed / horrified to find that...

As you must realise, ...

I am sure you know / you can imagine / you will appreciate that...

It goes without saying that...

At the very least, I look forward to receiving...

Letters of recommendation

I am writing to you on behalf of...

I have known X for... years.

She / He has shown herself / himself to be extremely...

X would seem to fit the requirements of this job perfectly.

I have no hesitation in recommending X as a...

Letters to the editor

I am writing about the article on..., which appeared (in last night's paper).

I am writing with reference to the article you published (in last month's issue).

I have just read your article on... and I feel I must...

You raised some issues which I feel strongly about.

At the start of your article, you appear to claim that...
I am afraid I totally disagree.
I am completely in agreement.
I am sure readers will agree with me when I say that...

Sequencing

At first / To start with / In the beginning,...
Then / Next / After that,...
The next thing that happened was ...
The next thing I knew was ...
Seconds / Minutes later,
Late on / Some time later,
It wasn't until much later that...
After some time / After what seemed like years,...
Finally / In the end,...
At last,...

Simultaneous events

Meanwhile / In the meantime,
While all this was going on,
In the middle of all this ,...
During all this time ,...

Sudden or unexpected events

Suddenly / All of a sudden,...
All at once,...
Out of the blue,...
Without any warning,...
Just when I was least expecting it , ...
The next thing I knew was...

Rapid events

As quick as a flash,...
In the wink of an eye,...
In a matter of seconds / minutes,...⁴
In no time at all,...

Looking back

In retrospect,...

When I think back to what happened then,...

Introductory comments

I recently visited (the new Leisure Centre) and have prepared the following report for your consideration.

Further to my visit to..., I have prepared the following report.

The following report relates to my recent visit to...

General comments

On the whole, I found that...

Although..., I should point out that...

It is a fact that...

Concluding comments

All things considered, I believe that...

Taking all these points into consideration, I would recommend...

I recommend that we look into the possibility of...

Comparing places or facilities

One of the main differences between X and Y is that...

X is completely / entirely / totally different from Y in that...

Unlike X, Y is...

While / Whereas / Although X is..., Y is...

X is a little / slightly / somewhat / a great deal (bigger / more elegant than Y).

X is not quite / nearly as (comfortable / expensive / convenient) as Y because...

X is virtually / exactly the same as Y when it comes to...

Proposals

As requested, I am submitting the following proposal on...

I recommend that we...

I propose that we...

We should also...

I believe that...

We could...

It is a fact that, which means that...

If we were to, it would...

I suggest we.... We would then be able to...

I feel strongly that we should...

I trust you will give my proposal your full consideration.

Reviews

X has much to recommend it.

X is, at heart, a(n) love / spy / adventure story.

It is based on a book by...

It is set in the countryside / the future.

The film has a quality cast.

The film was directed by...

The film score is enchanting / evocative / scary.

The film captures the spirit of...

The hero / heroine / villain is...

I felt / I thought it was...

I was impressed by...

What struck me most was...

What I liked most / didn't like was...

The plot was gripping.

The characters were very convincing / very well drawn.

On reflection, I think it was...

It struck me as being...

What I didn't understand was how...

In spite of these few criticisms, I think...

I would have no hesitation in recommending...

Expressing and supporting opinions

I believe / do not believe that... (because) ...

Personally I feel that...

Let me explain why.

In my opinion,...

Just consider...

As I see it , ...

The reason is...

It seems to me that...

This is because...

I would argue that for the following reasons...

I feel very strongly that...

I am convinced that...

I am of the opinion that...

I am very much in favour of / against...

I am completely opposed to...

The reasons why I believe that... are as follows.

Opening phrases

People (sometimes) claim that... but I feel that...

It is often said / argued that... However, it seems to me that...

It is a fact that...

Over the past few months / years, it seems that...

Recently, we have all become concerned that...

Nowadays, we are all realising that...

In the past, people used to..., but now...

These days, it seems that...

Making statements

It is clear that...

On the whole, it appears / seems that...

We must take into account the fact that...

It goes without saying that...

It is important to remember that...

Explaining / Expanding ideas and giving examples

This means that...

This is largely due to...

For example / For instance,...

In other words,...

Take, for example, the situation in...

Listing arguments

Firstly / In the first place / To begin with ,...

Secondly / A second area to consider is...

Another point to remember is...

Finally,...

In conclusion,...

Last but not least,...

Evaluating ideas, dismissing contrary arguments

I think it is true that...

I totally disagree / agree with the point that...

It is questionable whether...

I am sure / I doubt whether...

It is true that... On the other hand,...

While nobody can deny that..., I would like to point out that...

I agree that... However,...

Although it is true that, we must remember that...

It could be argued that... However, I would like to point out that...

Despite all the arguments, I still feel that...

Notwithstanding the claim that..., I would argue that...

It may be true that..., but all too often...

In no way can I agree that...

Surely it is completely unacceptable that...

Persuading

I would urge you to consider...

I am sure you will agree that...

Surely you must agree that...

I would urge you very strongly to...

When you hear the arguments, I am sure you will agree that...

Evaluating

I was extremely impressed by...

I was rather disappointed by...

The problem could easily be solved if...

I would like to praise the...

Another area for complaint is...

My overall impression was that...

I am sure that visitors / readers / holidaymakers will thoroughly enjoy...

While some people will love..., others may feel less happy.

A major problem is that...

I was less happy with...

Making recommendations

I recommend that we...

I propose that we...

We should also...

I believe that we should...

We could...

If we were to ..., we could...

I suggest we... We would then be able to...

Summarising

All in all, I think that...

To sum up, I believe that...

In conclusion, the facts suggest that...

Describing characters / personalities

He tends to be...

She can be...

He is inclined to be...

She appears / seems to be...

Hobbies and interests

He is crazy about... -ing.

She loves... -ing.

His greatest love is...

What she loves most in life is...

He spends all his time... -ing.

Giving personal information

I'm speaking English for my own satisfaction / my job / in order to improve my employment prospects.

I always loved (the sea).

I'd love to visit places untouched by man.

However, there's no place like home.

That's a big question!

I'm keen on...

I haven't given it much thought until now.

Describing pictures

What strikes me about the first picture is the fact that...

This picture reminds me of...

Judging from the photograph, the children...

The man appears to be...

From what we can see here, he must...

There are many similarities...

Both pictures depict...

Both pictures are quite similar in that they show...

When you give it a closer look it reveals...

The first picture... whereas the other picture...

Another important difference is...

Picture... doesn't show... as clearly as...

Picture... attempts to... but I think picture... does this more effectively...

All the pictures are interesting, but... gives a stronger idea of...

It's difficult to tell from a photograph but this picture could have been taken in...

I might be wrong, but I'd say that this picture...

I would imagine / guess that this picture comes from...

Picture... is by far the best to show because...

To me, picture... is essential for this kind of publication.
I'm surprised there is no picture showing...
A picture of... would get the message across more effectively.
The name for this escapes me at present, but it's for / it's like...

Sustaining an interaction

It's my belief...
For my part...
As I see it...
As I was saying...
i I forgot to mention...
I'm of the opinion that...
To my mind...
To my way of thinking...
I am convinced that...
I am inclined to believe that...
Don't get me wrong but shouldn't we... ?
Judging by... they must be...
... is a separate issue.
Moving on to...
I couldn't agree more.
I agree up to a point.
I think I see what you mean, but...
I'm in two minds about it. / I'm ambivalent about...
That's true in a way, I suppose, but...
I don't feel convinced...
That's one way of looking at it. On the other hand...
It brings us to the question / idea / problem o f ...
Perhaps we should put... first? What do you think?
A strong point in favour of... is that...
What do you think should go next?
Are you happy with this order then?
Do you go along with that?

Expressing and justifying opinions, agreeing and / or disagreeing

Yes, I completely agree.
Yes, that's what I think too.

Do you really think so?

That's an interesting idea, but...

I'm not sure about that.

Just following from what X was saying, I also feel...

While generally agreeing with X, I must say that...

Adding to what X has just said, I think...

I can sympathise with what X said but...

One thing X didn't mention is...

Perhaps it should be also emphasised that... / it should be pointed out that...

Phrasal verbs list

phrasal verb	meaning	example sentence
ask somebody out	invite on a date	Brian asked Judy out to dinner and a movie.
ask around	ask many people the same question	I asked around but nobody has seen my wallet.
add up to something	equal	Your purchases add up to \$205.32.
back something up	reverse	You'll have to back up your car so that I can get out.
back somebody up	support	My wife backed me up over my decision to quit my job.
blow up	explode	The racing car blew up after it crashed into the fence.
blow something up	add air	We have to blow 50 balloons up for the party.
break down	stop functioning (vehicle, machine)	Our car broke down at the side of the highway in the snowstorm.
break down	get upset	The woman broke down when the police told her that her son had died.
break something down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
break in	force entry to a building	Somebody broke in last night and stole our stereo.
break into something	enter forcibly	The firemen had to break into the room to rescue the children.
break something in	wear something a	I need to break these shoes in before we run next week.

phrasal verb	meaning	example sentence
	few times so that it doesn't look/feel new	
break in	interrupt	The TV station broke in to report the news of the president's death.
break up	end a relationship	My boyfriend and I broke up before I moved to America.
break up	start laughing (informal)	The kids just broke up as soon as the clown started talking.
break out	escape	The prisoners broke out of jail when the guards weren't looking.
break out in something	develop a skin condition	I broke out in a rash after our camping trip.
bring somebody down	make unhappy	This sad music is bringing me down .
bring somebody up	raise a child	My grandparents brought me up after my parents died.
bring something up	start talking about a subject	My mother walks out of the room when my father brings up sports.
bring something up	vomit	He drank so much that he brought his dinner up in the toilet.
call around	phone many different places/people	We called around but we weren't able to find the car part we needed.
call somebody back	return a phone call	I called the company back but the offices were closed for the weekend.
call something off	cancel	Jason called the wedding off because he wasn't in love with his fiancé.

phrasal verb	meaning	example sentence
call on <i>somebody</i>	ask for an answer or opinion	The professor called on me for question 1.
call on <i>somebody</i>	visit somebody	We called on you last night but you weren't home.
call <i>somebody</i> up	phone	Give me your phone number and I will call you up when we are in town.
calm down	relax after being angry	You are still mad. You need to calm down before you drive the car.
not care fo r <i>somebody/ something</i>	not like (formal)	I don't care for his behaviour.
catch up	get to the same point as somebody else	You'll have to run faster than that if you want to catch up with Marty.
check in	arrive and register at a hotel or airport	We will get the hotel keys when we check in .
check out	leave a hotel	You have to check out of the hotel before 11:00 AM.
check <i>somebody/ something</i> out	look at carefully, investigate	The company checks out all new employees.
check out <i>somebody/ something</i>	look at (informal)	Check out the crazy hair on that guy!
cheer up	become happier	She cheered up when she heard the good news.
cheer <i>somebody</i> up	make happier	I brought you some flowers to cheer you up .
chip in	help	If everyone chips in we can get the kitchen painted by noon.
clean <i>something</i> up	tidy, clean	Please clean up your bedroom before you go outside.

phrasal verb	meaning	example sentence
come across <i>something</i>	find unexpectedly	I came across these old photos when I was tidying the closet.
come apart	separate	The top and bottom come apart if you pull hard enough.
come down with <i>something</i>	become sick	My nephew came down with chicken pox this weekend.
come forward	volunteer for a task or to give evidence	The woman came forward with her husband's finger prints.
come from some place	originate in	The art of origami comes from Asia.
count on <i>somebody/ something</i>	rely on	I am counting on you to make dinner while I am out.
cross <i>something out</i>	draw a line through	Please cross out your old address and write your new one.
cut back on <i>something</i>	consume less	My doctor wants me to cut back on sweets and fatty foods.
cut <i>something down</i>	make something fall to the ground	We had to cut the old tree in our yard down after the storm.
cut in	interrupt	Your father cut in while I was dancing with your uncle.
cut in	pull in too closely in front of another vehicle	The bus driver got angry when that car cut in .
cut in	start operating (of an engine or electrical device)	The air conditioner cuts in when the temperature gets to 22°C.
cut <i>something off</i>	remove with something sharp	The doctors cut off his leg because it was severely injured.
cut <i>something off</i>	stop providing	The phone company cut off our

phrasal verb	meaning	example sentence
		phone because we didn't pay the bill.
cut somebody off	take out of a will	My grandparents cut my father off when he remarried.
cut something out	remove part of something (usually with scissors and paper)	I cut this ad out of the newspaper.
do somebody/ something over	beat up, ransack (BrE, informal)	He's lucky to be alive. His shop was done over by a street gang.
do something over	do again (AmE)	My teacher wants me to do my essay over because she doesn't like my topic.
do away with something	discard	It's time to do away with all of these old tax records.
do something up	fasten, close	Do your coat up before you go outside. It's snowing!
dress up	wear nice clothing	It's a fancy restaurant so we have to dress up .
drop back	move back in a position/group	Andrea dropped back to third place when she fell off her bike.
drop in/ by/ over	come without an appointment	I might drop in/by/over for tea sometime this week.
drop somebody/ something off	take somebody/ something somewhere and leave them/it there	I have to drop my sister off at work before I come over.
drop out	quit a class, school etc	I dropped out of Science because it was too difficult.
eat out	eat at a	I don't feel like cooking tonight.

phrasal verb	meaning	example sentence
	restaurant	Let's eat out .
end up	eventually reach/do/decide	We ended up renting a movie instead of going to the theatre.
fall apart	break into pieces	My new dress fell apart in the washing machine.
fall down	fall to the ground	The picture that you hung up last night fell down this morning.
fall out	separate from an interior	The money must have fallen out of my pocket.
fall out	(of hair, teeth) become loose and unattached	His hair started to fall out when he was only 35.
figure something out	understand, find the answer	I need to figure out how to fit the piano and the bookshelf in this room.
fill something in	to write information in blanks, as on a form (BrE)	Please fill in the form with your name, address, and phone number.
fill something out	to write information in blanks, as on a form (AmE)	The form must be filled out in capital letters.
fill something up	fill to the top	I always fill the water jug up when it is empty.
find out	discover	We don't know where he lives. How can we find out ?
find something out	discover	We tried to keep the time of the party a secret, but Samantha found it out .
get something across/ over	communicate, make understandable	I tried to get my point across/over to the judge but she wouldn't listen.

phrasal verb	meaning	example sentence
get along/on	like each other	I was surprised how well my new girlfriend and my sister got along/on .
get around	have mobility	My grandfather can get around fine in his new wheelchair.
get away	go on a vacation	We worked so hard this year that we had to get away for a week.
get away with something	do without being noticed or punished	Jason always gets away with cheating in his maths tests.
get back	return	We got back from our vacation last week.
get something back	receive something you had before	Liz finally got her Science notes back from my room-mate.
get back at somebody	retaliate, take revenge	My sister got back at me for stealing her shoes. She stole my favourite hat.
get back into something	become interested in something again	I finally got back into my novel and finished it.
get on something	step onto a vehicle	We're going to freeze out here if you don't let us get on the bus.
get over something	recover from an illness, loss, difficulty	I just got over the flu and now my sister has it.
get over something	overcome a problem	The company will have to close if it can't get over the new regulations.
get round to something	finally find time to do (AmE: get around to)	I don't know when I am going to get round to writing the thank you cards.

phrasal verb	meaning	example sentence
	<i>something</i>)	
get together	meet (usually for social reasons)	Let's get together for a BBQ this weekend.
get up	get out of bed	I got up early today to study for my exam.
get up	stand	You should get up and give the elderly man your seat.
give somebody away	reveal hidden information about somebody	His wife gave him away to the police.
give somebody away	take the bride to the altar	My father gave me away at my wedding.
give something away	ruin a secret	My little sister gave the surprise party away by accident.
give something away	give something to somebody for free	The library was giving away old books on Friday.
give something back	return a borrowed item	I have to give these skates back to Franz before his hockey game.
give in	reluctantly stop fighting or arguing	My boyfriend didn't want to go to the ballet, but he finally gave in .
give something out	give to many people (usually at no cost)	They were giving out free perfume samples at the department store.
give something up	quit a habit	I am giving up smoking as of January 1st.
give up	stop trying	My maths homework was too difficult so I gave up .
go after somebody	follow somebody	My brother tried to go after the thief in his car.

phrasal verb	meaning	example sentence
go after <i>something</i>	try to achieve something	I went after my dream and now I am a published writer.
go against <i>somebody</i>	compete, oppose	We are going against the best soccer team in the city tonight.
go ahead	start, proceed	Please go ahead and eat before the food gets cold.
go back	return to a place	I have to go back home and get my lunch.
go out	leave home to go on a social event	We're going out for dinner tonight.
go out with <i>somebody</i>	date	Jesse has been going out with Luke since they met last winter.
go over <i>something</i>	review	Please go over your answers before you submit your test.
go over	visit somebody nearby	I haven't seen Tina for a long time. I think I'll go over for an hour or two.
go without <i>something</i>	suffer lack or deprivation	When I was young, we went without winter boots.
grow apart	stop being friends over time	My best friend and I grew apart after she changed schools.
grow back	regrow	My roses grew back this summer.
grow into <i>something</i>	grow big enough to fit	This bike is too big for him now, but he should grow into it by next year.
grow out of <i>something</i>	get too big for	Elizabeth needs a new pair of shoes because she has grown out of her old ones.
grow up	become an adult	When Jack grows up he wants to be a fireman.

phrasal verb	meaning	example sentence
hand something down	give something used to somebody else	I handed my old comic books down to my little cousin.
hand something in	submit	I have to hand in my essay by Friday.
hand something out	to distribute to a group of people	We will hand out the invitations at the door.
hand something over	give (usually unwillingly)	The police asked the man to hand over his wallet and his weapons.
hang in	stay positive (informal)	Hang in there. I'm sure you'll find a job very soon.
hang on	wait a short time (informal)	Hang on while I grab my coat and shoes!
hang out	spend time relaxing (informal)	Instead of going to the party we are just going to hang out at my place.
hang up	end a phone call	He didn't say goodbye before he hung up .
hold somebody/ something back	prevent from doing/going	I had to hold my dog back because there was a cat in the park.
hold something back	hide an emotion	Jamie held back his tears at his grandfather's funeral.
hold on	wait a short time	Please hold on while I transfer you to the Sales Department.
hold onto somebody/ something	hold firmly using your hands or arms	Hold onto your hat because it's very windy outside.
hold somebody/ something up	rob	A man in a black mask held the bank up this morning.
keep on doing something	continue doing	Keep on stirring until the liquid comes to a boil.

phrasal verb	meaning	example sentence
keep something from somebody	not tell	We kept our relationship from our parents for two years.
keep somebody/ something out	stop from entering	Try to keep the wet dog out of the living room.
keep something up	continue at the same rate	If you keep those results up you will get into a great college.
let somebody down	fail to support or help, disappoint	I need you to be on time. Don't let me down this time.
let somebody in	allow to enter	Can you let the cat in before you go to school?
log in (or on)	sign in (to a website, database etc)	I can't log in to Facebook because I've forgotten my password.
log out (or off)	sign out (of a website, database etc)	If you don't log off somebody could get into your account.
look after somebody/ something	take care of	I have to look after my sick grandmother.
look down on somebody	think less of, consider inferior	Ever since we stole that chocolate bar your dad has looked down on me.
look for somebody/ something	try to find	I'm looking for a red dress for the wedding.
look forward to something	be excited about the future	I'm looking forward to the Christmas break.
look into something	investigate	We are going to look into the price of snowboards today.
look out	be careful, vigilant, and take notice	Look out! That car's going to hit you!
look out for somebody/ something	be especially	Don't forget to look out

phrasal verb	meaning	example sentence
<i>something</i>	vigilant for	forsakes on the hiking trail.
look something over	check, examine	Can you look over my essay for spelling mistakes?
look something up	search and find information in a reference book or database	We can look her phone number up on the Internet.
look up to somebody	have a lot of respect for	My little sister has always looked up to me.
make something up	invent, lie about something	Josie made up a story about why we were late.
make up	forgive each other	We were angry last night, but we made up at breakfast.
make somebody up	apply cosmetics to	My sisters made me up for my graduation party.
mix something up	confuse two or more things	I mixed up the twins' names again!
pass away	die	His uncle passed away last night after a long illness.
pass out	faint	It was so hot in the church that an elderly lady passed out .
pass something out	give the same thing to many people	The professor passed the textbooks out before class.
pass something up	decline (usually something good)	I passed up the job because I am afraid of change.
pay somebody back	return owed money	Thanks for buying my ticket. I'll pay you back on Friday.
pay for something	be punished for doing	That bully will pay for being mean to my little brother.

phrasal verb	meaning	example sentence
	something bad	
pick something out	choose	I picked out three sweaters for you to try on.
point somebody/ something out	indicate with your finger	I'll point my boyfriend out when he runs by.
put something down	put what you are holding on a surface or floor	You can put the groceries down on the kitchen counter.
put somebody down	insult, make somebody feel stupid	The students put the substitute teacher down because his pants were too short.
put something off	postpone	We are putting off our trip until January because of the hurricane.
put something out	extinguish	The neighbours put the fire out before the firemen arrived.
put something together	assemble	I have to put the crib together before the baby arrives.
put up with somebody/ something	tolerate	I don't think I can put up with three small children in the car.
put something on	put clothing/ accessories on your body	Don't forget to put on your new earrings for the party.
run into somebody/ something	meet unexpectedly	I ran into an old school-friend at the mall.
run over somebody/ something	drive a vehicle over a person or thing	I accidentally ran over your bicycle in the driveway.
run over/ through something	rehearse, review	Let's run over/through these lines one more time before the show.

phrasal verb	meaning	example sentence
run away	leave unexpectedly, escape	The child ran away from home and has been missing for three days.
run out	have none left	We ran out of shampoo so I had to wash my hair with soap.
send something back	return (usually by mail)	My letter got sent back to me because I used the wrong stamp.
set something up	arrange, organize	Our boss set a meeting up with the president of the company.
set somebody up	trick, trap	The police set up the car thief by using a hidden camera.
shop around	compare prices	I want to shop around a little before I decide on these boots.
show off	act extra special for people watching (usually boastfully)	He always shows off on his skateboard
sleep over	stay somewhere for the night (informal)	You should sleep over tonight if the weather is too bad to drive home.
sort something out	organize, resolve a problem	We need to sort the bills out before the first of the month.
stick to something	continue doing something, limit yourself to one particular thing	You will lose weight if you stick to the diet.
switch something off	stop the energy flow, turn off	The light's too bright. Could you switch it off .
switch something on	start the energy flow, turn on	We heard the news as soon as we switched on the car radio.

phrasal verb	meaning	example sentence
take after <i>somebody</i>	resemble a family member	I take after my mother. We are both impatient.
take something apart	purposely break into pieces	He took the car brakes apart and found the problem.
take something back	return an item	I have to take our new TV back because it doesn't work.
take off	start to fly	My plane takes off in five minutes.
take something off	remove something (usually clothing)	Take off your socks and shoes and come in the lake!
take something out	remove from a place or thing	Can you take the garbage out to the street for me?
take somebody out	pay for somebody to go somewhere with you	My grandparents took us out for dinner and a movie.
tear something up	rip into pieces	I tore up my ex-boyfriend's letters and gave them back to him.
think back	remember (often + to, sometimes + on)	When I think back on my youth, I wish I had studied harder.
think something over	consider	I'll have to think this job offer over before I make my final decision.
throw something away	dispose of	We threw our old furniture away when we won the lottery.
turn something down	decrease the volume or strength (heat,	Please turn the TV down while the guests are here.

phrasal verb	meaning	example sentence
	light etc)	
turn something down	refuse	I turned the job down because I don't want to move.
turn something off	stop the energy flow, switch off	Your mother wants you to turn the TV off and come for dinner.
turn something on	start the energy, switch on	It's too dark in here. Let's turn some lights on .
turn something up	increase the volume or strength (heat, light etc)	Can you turn the music up ? This is my favourite song.
turn up	appear suddenly	Our cat turned up after we put posters up all over the neighbourhood.
try something on	sample clothing	I'm going to try these jeans on , but I don't think they will fit.
try something out	test	I am going to try this new brand of detergent out .
use something up	finish the supply	The kids used all of the toothpaste up so we need to buy some more.
wake up	stop sleeping	We have to wake up early for work on Monday.
warm somebody/ something up	increase the temperature	You can warm your feet up in front of the fireplace.
warm up	prepare body for exercise	I always warm up by doing sit-ups before I go for a run.
wear off	fade away	Most of my make-up wore off before I got to the party.
work out	exercise	I work out at the gym three times a week.

phrasal verb	meaning	example sentence
work out	be successful	Our plan worked out fine.
work something out	make a calculation	

Writing Tasks

1. Last month you took an active part in the TV quiz show “Around the World”. And you’ve won a prize – two tickets for a tour of Ukraine. Write a letter to your friend in which you

- invite him/her to join you;
- describe the means of travel and accommodations;
- describe two special places you are going to visit; • give suggestions what he/she will need to take with him/her.

Write a letter of at least 200 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

2. Imagine that a friend of yours sent you a letter asking for your advice as he/she and his/her parents disagree about what university he/she should study at. Write a letter giving your friend some advice according to the plan:

- greeting; mention receiving your friend’s letter; express sympathy;
- give your advice and the reasons for it;
- closing remarks: end the letter offering some encouragement/wishing the person good luck; express certainty that things will get better soon.

Write a letter of at least 200 words.

3. Your physical education teacher asked you to write an essay discussing pros and cons of team sports. Write:

- whether you and your friends play sports; what sports you play;
- whether you like playing in a team or you prefer exercising on your own;
- what the advantages and disadvantages of playing sports in a team are;
- give advice on how to develop skills working in a team. Write an essay of at least 200 words.

4. You’ve just returned from your first lesson of English courses in London. You’ve decided to write a letter to your friend about this lesson and about the teacher.

- write information about the topic of the first lesson;

- describe your first impression concerning the group and the groupmates;
- describe your English teacher and the types of activities at the lesson. Write at least 200 words. Do not write any dates and addresses.

5. While staying in a big city you visited an exhibition of a famous artist. Describe your impressions in a letter to a friend (at least 200 words), using the plan below.

- say when and where the exhibition took place;
- tell some interesting facts from the biography of the artist;
- describe your impressions of the exhibition;
- sum up the pros and cons of the exhibition. Write a letter of at least 200 words. Do not write any dates and addresses.

6. You've got a letter from your British pen-friend. He/she writes you that he/she likes to dress well. He/she tries to buy his/her clothes at famous fashion designers' shops. But it is very expensive and his/her parents don't want to buy such clothes for him/her. Write a letter to your friend in which you:

- express your opinion about present-day fashions;
- write what clothes you usually prefer to wear;
- say where you usually buy clothes and who helps you to do the shopping;
- give advice to your friend what he/she should do in his/her situation. Write a letter of at least 200 words. Do not write any dates and addresses.

7. Use the plan below to write a for-and-against essay (at least 200 words) about whether schoolchildren should use e-books at school lessons.

- State the topic.
- Point for schoolchildren using e-books at their lessons.
- Point against schoolchildren using e-books at their lessons.
- Sum up the advantages and disadvantages.

8. You are writing your final test in English. You are going to continue mastering a foreign language in future. Write an e-mail letter to the Students' Web Council according to the plan below:

- greeting; the purpose of your writing;
- whether you are for or against school leaving exams;
- what the advantages of the testing system are;
- whether the testing is a good way to evaluate students' knowledge; closing remarks. Write a letter of at least 200 words. Do not write any dates and addresses.

9. Some days ago you ordered a yellow woolen sweater, large size, and light blue jeans, medium size, in an Internet shop; however, when you got your order, you found out that there was a red woolen sweater, medium size, and light blue jeans, large size. Write a letter of complaint to the manager of the shop:

- say why you are writing;
- complain about the order;
- mention that you are extremely disappointed as you wanted to take those things on holiday with you;
- ask for replacement of the items or a full refund. Write a letter of at least 200 words. Do not write any dates and addresses.

10. Write a letter to a local TV company with your suggestions as to how to improve the quality and raise the standard of TV programmes, using the plan below (at least 200 words).

- Explain why you have decided to write a letter to the local TV company.
- Point some positive working sides.
- Point some negative working sides.
- Offer your suggestions for improving the quality and raising the standard of TV programmes.

11. Imagine you are an English student, Jane, living and studying in Ukraine. Write an email (at least 200 words) from Jane to her friend in England, describing some of the differences she has noticed:

- people (friendlier/not as friendly, better/worse sense of humour, etc.);
- interaction between people (more/less reserved, more/less formal, etc.);
- studying (more/less relaxed, more/fewer holidays, shorter/longer hours, etc.);
- the food (spicier, less/more vegetarian options, tastier, etc.);
- the climate (hotter/colder, wetter/drier, etc.)

12. You have called your friend and found out that he/she caught a cold. Write an e-mail letter to your friend according to the plan below:

- greeting; some words about the purpose of your writing;
- express your sympathy and ask your friend when he/she caught a cold;
- ask whether the doctor has examined him/her; what medicines he/she is taking;
- give him/her advice what to do until he/she is well; closing remarks; your signature. Write a letter of at least 200 words.

13. Use the plan below to write a for-and-against essay (at least 200 words) about advantages and disadvantages of social networking. Use the plan below:

- State the topic.
- Define points for social networking.
- Define points against social networking.
- Sum up the advantages and disadvantages of social networking.

14. Imagine you have got a letter from an English-speaking friend who asks you what young people in your country usually do in their spare time. Write a reply to him/her using the plan below:

- greeting; what young people in Ukraine are usually interested in;
- if their interests are different from the hobbies of the young people of the 20th century; if boys/girls have the same or different interests;
- what clubs young people attend; what books they read; what music they listen to; what films they watch;
- if young people care about the environment/politics/social problems; closing remarks; your signature. Write a letter of at least 200 words. Do not write any dates or addresses.

15. Imagine you are spending a week's holiday at an activity camp. Write a letter to your friend using the paragraph plan below:

- greeting; how long you are staying there; weather conditions and food;
- what you are doing there; which of the activities you like and which ones you don't like very much;
- how you feel about the camp and whether you could recommend it; closing remarks. Write a letter of at least 200 words. Do not write any dates or addresses.

16. Imagine you visited a place in your country which you really liked. Write a letter to your friend about it using the paragraph plan below:

- greeting; some words about where the place is situated and why you went there;
- further details about the place; weather conditions;
- what you saw and what you did there;
- how you feel about the place and whether you recommend to visit it or not; closing remarks. Write a letter of at least 200 words. Do not write any dates or addresses.

17. Imagine that your pen friend from England is coming to your city/town and he/she wants to know about it. Write a letter telling about your city/ town, using the given plan below:

- greeting; a few words about the purpose of your writing;

- write where your city/town is situated, how large it is, what the population is, what river it stands on, what places of interest there are;
- say that you are proud of your town/city and love it very much; closing remarks; your signature. Write a letter of at least 200 words. Do not write any dates or addresses.

18. Imagine that you visited La Monte restaurant last Friday, but you weren't pleased with the service, the quality of food or the prices. Use the plan below to write your letter of complaint (at least 200 words).

- Salutation and reasons for writing (I'm writing to complain about...).
- Motivation for complaint: • Client's expectations: waiters very slow — wait too long, pasta — too spicy, pizza — cold, get bill — surprised: too expensive.
- Polite ending (Yours faithfully/sincerely/etc.) and your signature.

19. Imagine that you are writing a letter to your pen friend from England who wants to know about Ukraine.

- greeting; the purpose of your writing.
- say where Ukraine is situated, how large it is, what the population and the capital are, what rivers, seas and mountains there are.
- say that you are proud of your country and love it very much; closing remarks; your signature. Write a letter of at least 200 words.

20. We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What will they be used for in the future? Is this dependence on computers good or should we be more suspicious of their benefits? Use specific details and examples in your answer (at least 200 words).

English Idioms List

1. A BLESSING IN DISGUISE

Something that appears bad at first but ends up having good results

*Missing that plane turned out to be a **blessing in disguise** because I got to spend more time with my family.*

2. A SANDWICH SHORT OF A PICNIC

A humorous way of saying someone is stupid or is a bit mad

*He brought only shorts and t-shirts when he went to Sweden in the winter – I think he might be a **sandwich short of a picnic!***

3. A STONE'S THROW

Something is very close or near

*Luckily the wedding is just a **stone's throw** from our hotel so we can walk there.*

4. ACTIONS SPEAK LOUDER THAN WORDS

What you do is more important than what you say; someone's words may not be trustworthy

Person A: "John keeps saying he wants to take me out for dinner, but then he never does!"

*Person B: "**Actions speak louder than words.**"*

5. ADD FUEL TO THE FIRE

When someone does something to make a bad situation worse

*When Sarah started laughing during the argument, it really **added fuel to the fire!***

6. ADD INSULT TO INJURY

To make a bad situation worse

As if breaking my arm isn't bad enough, to add insult to injury I have to pay £1,000 in hospital fees as I didn't have travel insurance!

7. ALL EARS

To be eagerly waiting to hear about something

Person A: "I have to tell you about what happened on our trip to Spain..."

Person B: "I'm all ears!"

8. AT A CROSSROADS

To be at a point in your life when you need to make an important decision

I was at a crossroads when I was offered a job in the US, but my boyfriend wanted to stay in London.

9. BARKING UP THE WRONG TREE

To be wrong or misguided about the reason for something

He thinks the company's problems can be solved just by firing the sales team, but he's barking up the wrong tree.

10. BEAT ABOUT THE BUSH

To talk about unimportant things because you're avoiding a particular topic

Stop beating about the bush! Are you planning to quit university, or not?

11. BETTER LATE THAN NEVER

It's better to do something late than not at all

Person A: "Sorry I missed your birthday! There's a card in the post."

Person B: "Don't worry. Better late than never!"

12. BETWEEN A ROCK AND A HARD PLACE

To be in a difficult situation where both options are bad

Person A: "If I go to the wedding mum will be upset, but if I don't go then I'll be letting down the rest of the family!"

*Person B: "Sounds like you're caught **between a rock and a hard place.**"*

13. BITE OFF MORE THAN ONE CAN CHEW

To do too much or take something on that is too difficult

Person A: "I'm going to start that weekend job at the museum on top of my full-time job because I really need the money."

*Person B: "Sounds like a lot of work! Don't **bite off more than you can chew.**"*

14. BITE THE BULLET

To decide to do something that is difficult or unpleasant, but necessary

*You're going to have to **bite the bullet** and tell your ex-(girlfriend) that you need the apartment back.*

15. BLOW OFF STEAM

To do something that helps you get rid of stress, energy or anger

*After my meeting with the boss, I went for a run to **blow off steam.***

16. BOB'S YOUR UNCLE

To say that a set of instructions or task is simple or easy

*To make the salad dressing, you just put oil, vinegar, honey and mustard into a bowl, mix them together and **bob's your uncle!***

17. BOG-STANDARD

Something that is very ordinary or basic, nothing special

*Despite the excellent reviews, we thought the restaurant was just **bog-standard.***

18. BOTCH/BODGE JOB

Work that has been done badly, in a clumsy, lazy way

*The original builders did such a **bodge job** of our kitchen that we had to get it completely redone.*

19. BUDGE UP

An informal way of asking someone to move to make room for you

*Could you **budge up** a bit so I can sit down?*

20. BUILDER'S TEA

Strongly-brewed English breakfast tea with milk

*I'll have a **builder's tea**, please.*

21. BURY ONE'S HEAD IN THE SAND

To refuse to think about or confront serious issues or situations

*Martin just **buries his head in the sand** when it comes to his financial problems.*

22. BUST ONE'S CHOPS

To work very hard on something, or to harass someone

*I was **busting my chops** all night to get that report finished!*

*Stop **busting my chops**! I'll mow the lawn later.*

Note: In British English slang, the word 'chops' is used to mean 'mouth'. So the idiom above literally means 'punch in the mouth'.

23. BY THE SKIN OF ONE'S TEETH

To narrowly succeed in doing something

*The traffic was terrible so we only made the plane **by the skin of our teeth**!*

24. CALL A SPADE A SPADE

To state the truth about something even if it's unpopular or unpleasant
*I know he's your brother, but let's **call a spade a spade**: he's pretty lazy.*

25. CALL IT A DAY

To stop working on something
*It's almost 9pm. I think we should **call it a day** and finish the report tomorrow.*

26. CHEAP AS CHIPS

When something is inexpensive or good value for money
*It doesn't look it, but our new sofa was (as) **cheap as chips**!*

27. CHINESE WHISPERS

Information or rumours that have been passed on by many people and are no longer reliable
*John and Maggie from the office haven't actually announced they're getting a divorce. It's probably just **Chinese whispers**.*

28. CHIP ON ONE'S SHOULDER

To hold a grudge/be angry about something that happened in the past, or to be arrogant and think too highly of oneself
*Whenever we mention his childhood, he gets really angry. He's got a **chip on his shoulder** about it.*
*The new sales guy at the office has a real **chip on his shoulder**. He's not even that good!*

29. CLAM UP

To become silent or stop talking
*When Bill came into the room, Jenny just seemed to **clam up**. I think she likes him!*

30. COLD FEET

To get nervous or to have second thoughts about doing something

*He's getting **cold feet** about the wedding, but I told him that was perfectly normal.*

31. (THE) COLD SHOULDER

To deliberately ignore someone

*I got the **cold shoulder** from Anna at the party. I guess she's still annoyed with me.*

32. COST A BOMB

When something is very expensive

*That Italian meal **cost a bomb!** We won't be going back there, unless we win the lottery!*

33. COST AN ARM AND A LEG

When something is very expensive

*The new bar in town was really fancy, but my drink **cost an arm and a leg!***

34. COUCH POTATO

A lazy person who doesn't do much exercise and spends a lot of time on the sofa watching television

*My husband has turned into **a couch potato** since he lost his job.*

35. COULDN'T CARE LESS

To show indifference to something or a total lack of interest

*I **couldn't care less** if Harry comes out tonight or not! I don't really like the guy.*

36. CURIOSITY KILLED THE CAT

A warning that being inquisitive or curious can get you into trouble

Person A: "Where are you going at this time of night?"

*Person B: "**Curiosity killed the cat!**"*

37. CUT A LONG STORY SHORT

To get to the point, to not include unnecessary detail

*To **cut a long story short**, she has to move back to the US until her new visa comes through.*

38. CUT CORNERS

To do something in the easiest way possible (usually not very well) in order to save time or money

*We had to **cut corners** to get the project done within our budget and by January.*

39. CUT SOMEONE SOME SLACK

To avoid being critical or judgmental of someone (even if they deserve it)

Person A: "Hannah's late for the second time this week!"

*Person B: "**Cut her some slack!** The traffic's awful this morning."*

40. CUT TO THE CHASE

To get directly to the point when speaking, to not give unnecessary detail

*I have to leave in a minute so can you **cut to the chase**? What exactly do you want me to do?*

41. DIG ONE'S HEELS IN

To refuse to do something or change your mind, especially when people are trying to persuade you

*I wanted to go on the earlier train, but Mary **dug her heels in** so we had to get the later one.*

42. DOG EAT DOG (ALSO 'CUT THROAT')

A situation that is very competitive, where people are willing to harm each other's interests to get ahead

*The music industry is **dog eat dog** these days.*

*I'd stay out of the legal sector. It can be a **cut throat** business.*

43. DON'T GIVE UP THE DAY JOB

Used in a humorous way to tell someone they're not very good at something

Person A: "What do you think of the haircut I gave Hannah?"

Person B: "Don't give up the day job, mate!"

44. DON'T PUT ALL YOUR EGGS IN ONE BASKET

A warning not to put all your resources or efforts into just one thing

Although you've made an offer on this house, I would still visit some others.

You don't want to put all your eggs in one basket.

45. DON'T RUN BEFORE YOU CAN WALK

A warning not to try something difficult before you understand the basics

If you're not very good at swimming, I'd stay in the shallow end and keep close to the side. You don't want to run before you can walk.

46. DESPERATE TIMES CALL FOR DESPERATE MEASURES

In a very challenging situation you need to take extreme actions

She moved to Australia after she found out about her husband's affair. I suppose desperate times call for desperate measures!

47. EASY DOES IT

To slow down or do something slowly/carefully

Easy does it! Those boxes you're holding are very fragile.

48. EAT A HORSE

To be extremely hungry

I am so hungry I could eat a horse.

49. (The) ELEPHANT IN THE ROOM

An important and obvious topic that everyone knows needs to be discussed, but that isn't brought up or mentioned

*David leaving the company was **the elephant in the room** during that meeting – no one wanted to bring it up!*

50. EVERY CLOUD HAS A SILVER LINING (often just: EVERY CLOUD...)

Even a bad situation may have a positive aspect to it
*I might have lost my job, but at least I don't have that awful journey into work every day. **Every cloud...!***

51. FACE THE MUSIC

To accept responsibility for something bad you have done
*I'm meeting Hannah tonight and it's the first time I'll have seen her since our argument. I guess I'll finally have to **face the music**.*

52. FIND ONE'S FEET

To adjust or settle into a new environment or situation
*I've only been at the new company for a month so I'm still **finding my feet**.*

53. FINGER IN EVERY PIE

To be involved or have influence in many things (often has a negative association)
Person A: "Steve offered to sell me some secondhand TVs and holiday to Spain!"
*Person B: "That guy's got **a finger in every pie!**"*

54. (A) FISH OUT OF WATER

When someone is (or feels) out of place in a situation
*Judy was like **a fish out of water** at the kids' party. I don't think she likes children at all!*

55. FIT AS A FIDDLE

To be in good physical health
*He's in his 90's, but he's **fit as a fiddle!***

56. FOLLOW IN SOMEONE'S FOOTSTEPS

To do the same as someone else did before you (often a family member)

*All the men in my family are doctors so I'll probably **follow in their footsteps** and go into medicine too.*

57. FREAK OUT

To become very angry, scared or excited (can be negative or positive)

*I **freaked out** when I saw The Rolling Stones perform. I'd wanted to see them my whole life!*

*That Goth at the club **freaked me out** a bit because he was dressed like a vampire!*

58. FULL OF BEANS

Someone who is energetic, lively or enthusiastic

*You're **full of beans** this evening! You must have had a good day at work.*

59. GET OFF ONE'S BACK

When someone won't stop criticising, bothering or telling you what to do

*I wish she would **get off my back** about the meeting! I know I have to send the agenda out, but I'll do it in my own time.*

60. GET OUT OF HAND

To become difficult to control

*The protest **got out of hand** and the police had to intervene when some demonstrators broke down a fence.*

61. GET OVER SOMETHING

To overcome or move on from a difficult situation

*Moving out of the city for a while might help you **get over** Harry. (This could be the breakup of a personal relationship/marriage, or the person's death)*

62. GET SOMETHING OUT OF ONE'S SYSTEM

To do something you have wanted to do so that you can then move on from it

*I don't drink much anymore; I **got it out of my system** when I was at university!*

63. GET UP/OUT ON THE WRONG SIDE OF BED

To wake up in a grumpy or bad mood for no obvious reason

*You're very argumentative today! Did you **get up on the wrong side of bed**, or something?*

64. GET ONE'S ACT TOGETHER

To take action in order to be more effective

*I haven't got any work done this morning – I really need to **get my act together**!*

65. GIVE SOMEONE THE BENEFIT OF THE DOUBT

To believe or trust what someone tells you (even though it might not be true)

*Hannah said she missed the exam because her car broke down. I'm not sure that was the case, but let's **give her the benefit of the doubt**.*

66. GLAD TO SEE THE BACK OF

To be happy that you no longer have to deal with someone

*I was **very glad to see the back of** John because he made the atmosphere in the office so uncomfortable.*

67. GO BACK TO THE DRAWING BOARD

To start planning something again because earlier attempts were unsuccessful

*The client didn't like our original concept so let's **go back to the drawing board**!*

68. GO COLD TURKEY

To suddenly and completely stop using an addictive substance

*I gave up smoking by going **cold turkey**; it was difficult but it was also the only thing that worked for me.*

69. GO DOWN THAT ROAD

To take a particular course of action, both literally and figuratively
*Let's not **go down that road** again! It always leads to an argument.*

70. GO THE EXTRA MILE

To make more effort than is expected or necessary
*Frank is a great asset to our team as he always **goes the extra mile**.*

71. (The) GRASS IS ALWAYS GREENER (ON THE OTHER SIDE)

To mean a person is never satisfied with their own situation, they always think others have it better
*I always think the countryside looks nicer than the city, but I guess the **grass is always greener...!***

72. GREEN FINGERS

To be good at gardening, able to make plants grow
*I've heard you have **green fingers** – we'll have to get your advice about our garden!*

73. HANG IN THERE

To persist with something, to not give up
***Hang in there!** I know it's tough but you're almost halfway through the course.*

74. HAVE EYES IN THE BACK OF ONE'S HEAD

To be able to see or sense what's going on all around you, when you can't physically see everything
*You need **eyes in the back of your head** when you have two small children!*

75. HEAD OVER HEELS (IN LOVE)

To be extremely in love with someone

*They're **head over heels in love** with each other!*

76. HEARD IT ON THE GRAPEVINE

To hear news about something from someone else, not directly

*I **heard (it) on the grapevine** that you and Alex are splitting up. Is that true?*

77. HIT THE BOOKS

To start studying seriously

*After dinner I'm really going to **hit the books**. Not much time left before my exams!*

78. HIT THE NAIL ON THE HEAD

To be completely right or correct about something

*I think Lucy **hit the nail on the head** when she said there's no such thing as an ideal school. There are pros and cons to all of them.*

79. HIT THE ROAD

To leave somewhere or start a journey

*It's getting late so I'm going to **hit the road**.*

80. HIT THE SACK

To go to bed in order to sleep

*It's been a long day so I'm going to **hit the sack**. Night night!*

81. HOLD YOUR HORSES

Another way of saying 'Wait a moment' or 'don't rush'

Person A: 'The train's at 9. Grab the bags, find your shoes and call a taxi!'

Person B: '**Hold your horses!** We've got plenty of time.'

82. IGNORANCE IS BLISS

Sometimes it's better not to know all the facts about something

Person A: "Did you know that cake you just ate was 600 calories?"

*Person B: "I didn't...**ignorance is bliss!**"*

83. IT'S NOT ROCKET SCIENCE

To say something isn't very complicated

*You just need to fill in the form and you'll get an e-ticket. **It's not rocket science!***

84. JUMP ON THE BANDWAGON

To join an activity, trend or opinion that has become popular

*Everyone thinks Boris is going to win the election so they've **jumped on the bandwagon.***

85. JUMP SHIP

To leave or abandon a difficult situation

*I don't think the company is going to survive. We should probably **jump ship!***

86. KEEP ONE'S CHIN UP

To encourage someone to stay positive in a difficult situation

*It's been a difficult month for you but **keep your chin up!** It will get easier.*

87. KILL TWO BIRDS WITH ONE STONE

To achieve two things at once

*I could pick up the dry cleaning on my way the doctors. That way we'd be **killing two birds with one stone.***

88. LEAVE NO STONE UNTURNED

To do everything you can to achieve something

*During firm's the financial audit they **left no stone unturned.***

89. LET SLEEPING DOGS LIE (often just: LET IT LIE)

To leave a situation as it is, in order to not make it worse

*Don't bring up what happened at Alison's party again. You should just **let it lie**.*

90. LET SOMEONE OFF THE HOOK

To avoid being punished for something or to avoid doing something

*It was my turn to do the washing-up, but mum **let me off the hook** because I wasn't feeling well.*

91. LET THE CAT OUT OF THE BAG

To reveal a secret by accident

*Their engagement was meant to be a secret, but Adam **let the cat out of the bag!***

92. LOOK LIKE A MILLION DOLLARS

To look very good, often due to what you're wearing

*You **look like a million dollars** in that black dress!*

93. LOSE ONE'S TOUCH

No longer able to do something as well as you could before

*I tried to chat a girl up at the bar the other night, but she just ignored me. I must be **losing my touch!***

94. MISS THE BOAT

To be slow and not take an opportunity when it's offered to you

*I would call the company back now about the job and not wait until the morning. You don't want to **miss the boat!***

95. NIP (SOMETHING) IN THE BUD

To stop something at an early stage, before it has a chance to develop

*I've noticed that people are starting to arrive late for work. I think we need to have a meeting about it and **nip this in the bud** before it becomes a real problem.*

96. NO PAIN, NO GAIN

You need to suffer or work hard to get what you want or deserve

Person A: "That gym class was so hard I thought I was going to pass out!"

Person B: "No pain, no gain!"

97. NO-BRAINER

An easy decision, something you don't need to think too hard about

Person A: "Do you think I should get travel insurance before I go to Nigeria?"

Person B: "That's a no-brainer. Of course you should!"

98. NOT ONE'S CUP OF TEA

Something you don't like or are not interested in

*She's a great cook, but the meal she made really **wasn't my cup of tea**. It was far too spicy.*

99. OFF ONE'S TROLLEY/ROCKER/NUT/HEAD

Someone who acts very strangely, seems crazy or insane

*You must be **off your trolley** if you think I'm going to climb up there! It's way too high!*

100. OFF THE TOP OF ONE'S HEAD

From memory, without a lot of thought or consideration

***Off the top of my head** I think we're expecting about 18 guests for the party, but I'll check to make sure.*

101. ON THE BALL

To be alert, quick to understand and react to things

*You really need to be **on the ball** in this job because it's fast-paced with lots happening all the time.*

102. ON THE PULL

To go out with the intention of finding someone to have sex with
*Those lads on the dance floor look like they're **on the pull** tonight!*

103. ON THE STRAIGHT AND NARROW

To live in a way that is honest and moral, to stay out of trouble
*He was very wild for many years, but he seems to have grown up and he's **on the straight and narrow** now.*

104. ONCE IN A BLUE MOON

Something that happens rarely
*I eat McDonalds **once in a blue moon**, when I feel like a treat!*

105. PIECE OF CAKE

Something that is very easy
*My English exam was a **piece of cake**.*

106. (AND) PIGS MIGHT FLY

Something that will never happen or is very unlikely
Person A: "I'm going to play tennis at Wimbledon one day!"
*Person B: "And **pigs might fly!**"*

107. PITCH IN

To join in, contribute or help with something
*If we all **pitch in** we can get Charlie a really nice birthday present.*

108. PLAY IT BY EAR

To plan something in an improvised way (instead of planning ahead), deciding what to do as the plan develops
Person A: "Shall we have dinner before or after the cinema on Friday?"

*Person B: “Perhaps we should just **play it by ear** – we don’t know how hungry we’ll be.”*

109. PULL SOMEONE’S LEG

Tease or joke with someone by saying something that’s not true
*You’re **pulling my leg!** I don’t believe you met Elton John at the pub!*

110. PULL ONESELF TOGETHER

To regain control of your emotions after you’ve been upset, to calm down
*You need to **pull yourself together!** Stop worrying about work so much.*

111. RAISE ONE’S GAME

To make an effort to improve at something or perform better
*You’ll need to **raise your game** if you’re planning on beating Anna’s time in the half marathon.*

112. RING A BELL

When something seems familiar or you’ve heard it before
Person A: “Do you know Hannah Stewart?”
*Person B: “That name does **ring a bell**, but I can’t think why.”*

113. ROCK THE BOAT

To do or say something that could cause a problem or disturbance
*The kids are all getting along fine at the moment so let’s not **rock the boat**.*

114. RULE OF THUMB

Judging a situation by experience rather than an exact assessment
*As a **rule of thumb**, you should use two cups of water for one cup of rice.*

115. SCRATCH SOMEONE’S BACK

To do someone a favour in the hope that it will be returned, can relate to corruption (commonly used as: You scratch my back, I’ll scratch yours)

My boss got caught taking free holidays from a company client! I think it was a case of “you scratch my back, I’ll scratch yours”.

116. SEE EYE TO EYE

To agree with someone

We don’t see eye to eye when it comes to politics, but I do like her as a person.

117. SHED LIGHT ON (SOMETHING)

To reveal information about something or to clarify something

*You were in the office on Tuesday when the incident took place so perhaps you could **shed some light on it** for us?*

118. SHOOT FROM THE HIP

To speak honestly and directly or to react to a situation very quickly without thinking it through

Person A: “What do you think we should do about Harry’s poor sales this quarter?”

*Person B: “If I can **shoot from the hip**, I’d say he probably needs to leave.”*

119. SIT ON THE FENCE

To adopt a position of compromise, take neither stance on an issue, not yes or no

*There are a lot of people still **sitting on the fence** over Brexit.*

120. SIT TIGHT

To wait patiently

***Sit tight!** The nurse will be with you in just a moment.*

121. SLEEP ON IT

To delay making a decision for a short period of time

*You don't have to decide straight away. Why don't you **sleep on it** and let us know in the morning?*

122. SMELL A RAT

To suspect someone is a traitor, behaving illegally or is up to no good

*I thought I could **smell a rat** when John refused to give me a straight answer about his sales figures! Now we know he's been stealing from the company.*

123. SO FAR, SO GOOD

To express satisfaction with how a situation is progressing

Person A: "How is the building work going?"

*Person B: "**So far, so good**...the house is still standing!"*

124. (A) SPANNER IN THE WORKS

Something that prevents or disrupts an event from happening

*We had invited everyone round for a BBQ today, but the rain has really thrown **a spanner in the works!***

125. SPEAK OF THE DEVIL

Said when the person you are talking about appears unexpectedly

*Did you hear about what happened to Michael? ... Oh **speak of the devil**, here he is!*

126. SPILL THE BEANS

To reveal information that was secret

*We are throwing David a surprise birthday party, but please don't **spill the beans!***

127. SPLASH OUT

To spend a lot of money on something
*We **splashed out** on new phones for the whole family.*

128. STAB SOMEONE IN THE BACK

To betray or hurt someone who trusts you
*This industry is so competitive; it's easy to get **stabbed in the back** by your closest colleagues.*

129. STEAL SOMEONE'S THUNDER

To take attention or praise away from someone else's accomplishments by outdoing them with your own
*My sister is always **stealing my thunder** – I announce I'm getting married and she tells everyone she's pregnant!*

130. STICK TO ONE'S GUNS

To refuse to change your mind or beliefs about something
*I really respect Sarah. She always **sticks to her guns**, even if others disagree.*

131. STRAIGHT FROM THE HORSE'S MOUTH

Information straight from the person who saw, heard or experienced the event
Person A: "Are you sure Andy is quitting his job?"
*Person B: "Positive. I heard it **straight from the horse's mouth!**"*

132. TAKE THE MICKEY

To make fun of someone, or to take liberties
*Dave's a laugh, but he always **taking the mickey** out of you down the pub.*

133. TAKE (SOMETHING) WITH A PINCH OF SALT

To doubt the accuracy of what someone is telling you

*I would **take Sam's motoring advice with a pinch of salt**. He doesn't actually know much about cars.*

134. (A) TASTE OF ONE'S OWN MEDICINE

When someone does something unpleasant and the same is wished on him/her

*My boss is a real bully. Someone should give her **a taste of her own medicine!***

135. THE BALL IS IN YOUR COURT

It is up to you to take the initiative or make the next move

*I've told you how I feel about the wedding so **the ball's in your court now**.*

136. THE BEST OF BOTH WORLDS

Where you can enjoy the advantages of two different things at the same time – an ideal situation

*He lives in England during the summer and lives in Australia during the winter months so he gets **the best of both worlds**.*

137. THE LAST/FINAL STRAW

The last in a series of bad things to happen, when your patience has run out

*When the dog destroyed their antique furniture it really was **the final straw**. After that, they decided to give poor Rex away.*

138. THROUGH THICK AND THIN

To continue to support someone even during difficult times

*John and Chloe have stayed together **through thick and thin**.*

139. TIME FLIES WHEN YOU'RE HAVING FUN

When you're enjoying something time seems to move faster and you don't notice the passing of time

*I can't believe it's 10pm already! **Time flies when you're having fun!***

140. TWIST SOMEONE'S ARM

To convince someone to do what you want them to

*I didn't want to go out tonight, but Ruth **twisted my arm!***

141. UNDER THE WEATHER

Not feeling very well, a little sick

*Sarah's not going to come out tonight. She's had a busy week and is feeling **under the weather.***

142. UP IN THE AIR

A decision or plan is uncertain or unsure

Person A: "Are they still getting married?"

*Person B: "We don't know as it's all **up in the air** at the moment."*

143. WASTE NOT, WANT NOT

If you use what you have to the full, then you won't desire or need more

Person A: "Are you going to finish those carrots on your plate?"

*Person B: "If not, I'll have them. **Waste not, want not!**"*

144. WE'LL CROSS THAT BRIDGE WHEN WE COME TO IT

To deal with something when it happens rather than worrying about it before

Person A: "What if there's bad traffic on the motorway?"

*Person B: "**We'll cross that bridge when we come to it**".*

145. WILD GOOSE CHASE

A hopeless pursuit, something that is unattainable

*We were told that if we searched the library archives we might get some answers, but it turned out to be a **wild goose chase**.*

146. WOULDN'T BE CAUGHT DEAD

Dislike or would never do something

*I **wouldn't be caught dead** wearing those shoes – they're so ugly!*

147. WRAP ONE'S HEAD AROUND SOMETHING

To understand something that is complicated or shocking

*I can't **wrap my head around** why Megan would leave London for Rotherham!*

148. YOU CAN SAY THAT AGAIN

To agree with someone

Person A: "It's absolutely boiling in here!"

*Person B: "**You can say that again!**"*

149. YOU CAN'T JUDGE A BOOK BY ITS COVER

Warning not to judge someone or something just based on appearance

Person A: "I've only met Richard a couple of times, but he seems a bit shy."

*Person B: "**You can't always judge a book by its cover**. He's actually a really outgoing guy once you get to know him!"*

150. YOUR GUESS IS AS GOOD AS MINE

To have no idea about something

Person A: "Do you think Ivan is going to remember all 150 idioms in this guide?!"

*Person B: "**Your guess is as good as mine!**"*

Literature and recourses

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