

## **Historical Background**

Whereas the constitutional conventions have not been codified, the conventional law includes a number of important resolutions and declarations:

### **Magna Charta (1215)**

Magna Carta defined the relationship between the king and his nobles and the king and the church. The most relevant principles of the charter:

- no taxes may be raised without the consent of the common council (parliament);
- no free man may be imprisoned without fair trial by his peers.

Most English peasants were not free men, but these principles could later be applied to all people.

### **The Petition of Rights (1628)**

Among other things the Petition of Rights provided against:

- taxation without the consent of parliament;
- arbitrary imprisonment (i.e. imprisonment for no [fair] reason),

### **The Act of Settlement (1701)**

Basically this law was introduced to "settle" the succession to the English throne, stating that Roman Catholics and those who marry Roman Catholics should be "excluded" from the throne "for ever". The act also included provisions which are relevant for the constitution since

- it guaranteed the independence of judges.
- Under this act England was not to be involved in a war without the consent of Parliament.

### **The Reform Acts (1832, 1867, 1884)**

Up to 1832, suffrage was restricted to landowners and thus even wealthy manufacturers and merchants of the new industrial middle class were excluded from elections. The three Reform Acts extended the right to vote to

- members of the upper middle class (in 1832),
- members of the lower middle class and industrial workers (in 1867),
- farm workers (in 1884).

- the billeting of soldiers (i.e. soldiers had to be accommodated in civilian lodgings).

### **The Bill of Rights (1689)**

The Bill of Rights affirmed that

- legislation and taxation should be subject to the consent of parliament;
- raising or keeping a standing army required the consent of parliament;
- the Members of Parliament were to be chosen in free elections;
- everybody should have the right to free speech;
- excessive fines or cruel and unusual punishments must not be imposed;
- parliament should be held frequently;
- everyone should have the right to petition the king;
- no Roman Catholic could hold the throne.

### **The Representation of the People Acts (1918, 1928, 1969)**

- Under the 1918 Representation of the People Act women over 30 were given the vote.
- The 1928 Representation of the People Act extended the franchise (right to vote) to women over 21.
- The voting age was lowered to 18 in 1969.

### **The Parliament Acts (1911, 1949)**

The 1911 Parliament Act provided that

- the Lords should no longer have the right to veto money bills.
- Even though the Lords could still delay a bill for up to two years, they could no longer veto it.

The 1949 Parliament Act reduced the Lords' delaying powers to one year.

## Great Britain – a constitutional monarchy

A constitutional monarchy is defined as a form of government in which a sovereign governs in accordance with the constitution. As the United Kingdom does not have a written constitution, the rights and duties of the sovereign are established by conventions. Under these conventions, the Queen must not act according to her own free will although the executive authority of the government is theoretically and nominally vested in the sovereign. She must act on the advice of her ministers. Thus the Queen only fulfils ceremonial functions: for instance, by signing a bill she gives her royal assent, but the monarch cannot pass legislation. The actual legislative power resides with parliament.

## The role of the monarch in the 21<sup>st</sup> century

A monarchy with its hereditary system might seem to be obsolete and above all irreconcilable with the principles of a modern democracy. Yet, those in favour of the system argue that the Queen invariably plays an important role in modern society.

- In a time of rapid change, the Queen provides a sense of stability and continuity.
- The British are proud of their history. The monarchy is part of this history and the Queen stands for Britain's traditional values.
- Royal pageantry with its pompous rituals and impressive ceremony holds a special attraction for those who feel that it lends dignity to state occasions and brings many foreign visitors to Britain. For instance the changing of the guards is a major tourist attraction.
- Since the monarch must remain politically neutral, this political impartiality of the Queen ensures that there is a clear separation between the ceremonial and official duties of the head of state and party politics.

## The United Kingdom

Originally, England and Scotland existed as two separate and sovereign kingdoms. But when Elizabeth I died without leaving a male heir, James II from Scotland succeeded her to the throne, thus combining the two crowns. But only in the Acts of Union (1707) the two kingdoms were formally and officially united. In 1801 Ireland became a part of Great Britain under the Act of Union. Together the three kingdoms constitute the United Kingdom of Great Britain and Northern Ireland.

Others hold against it that

- the institution of the monarchy stands for Britain's class-ridden society with its snobbery and its rigid sense of hierarchy;
- that the expenses of having to maintain the royal household with its palaces and the royal yacht are too high;
- that the royal family with all their scandals do not necessarily serve as a role model.



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In theory, the British prime minister is just a “primus inter pares” (the first among equals) and much of the prime minister’s actual power depends on his/her strength and his/her authority as a party leader: As long as he/she enjoys the support of parliament, he/she can decisively shape the nation’s policy.

Dominant prime ministers such as Margaret Thatcher and Tony Blair imposed strict party discipline, forcing the members of their parties to invariably support the government’s policies and proposals if they did not want to be excluded. Thus Tony Blair became the most successful Labour prime minister.

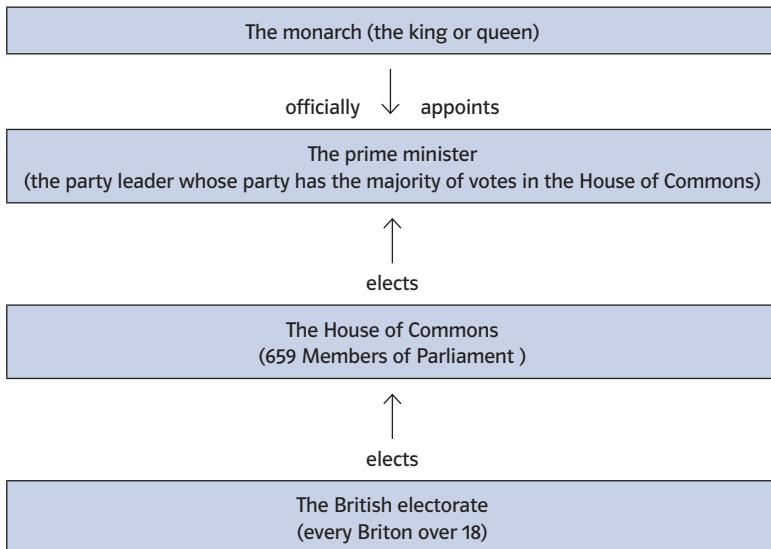
For the prime minister it is essential not to lose the support of parliament. When Tony Blair came under increasing pressure from Labour MPs, he announced his resignation.



No. 10 Downing Street, the residence of the British prime minister

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## The British electoral system



## The Labour Party

The Labour Party has always been closely associated with the working class. While relying heavily on the support of the Trade Unions which are still vital in providing financial resources, the party was formed at the beginning of the 20<sup>th</sup> century by the joint effort of:

- the Trade Unions (organisations of workers to represent their interests),
- the Independent Labour Party,
- the Social Democratic Foundation,
- the Fabian Society, an association of intellectual socialists, aiming at establishing democratic socialism through gradual reform rather than a revolution. Prominent members were the authors G. B. Shaw and H. G. Wells, the suffragette leader Emmeline Pankhurst and the British economist John Maynard Keynes.

Under Harold Wilson (prime minister from 1964 to 1966 and 1966 to 1970) the Labour Government

- passed a number of laws reflecting a more liberal stance on social issues such as divorce, abortion and homosexuality,
- abolished capital punishment,
- introduced comprehensive schools.

The 1970s saw the growth of the extremist left wing. But the party underwent radical change when the devastating defeat in the 1983 election was attributed to this extreme move to the left. Under the leadership of Neil Kinnock Labour therefore renounced its extreme left position and began to advocate the principles of the social market economy. To emphasise this step, the party adopted a new party emblem, replacing the red flag by the red rose.

Traditionally, the Labour Party was committed to the concept of

- state ownership,
- the welfare state.

From 1945 to 1951 the Labour Government under Clement Attlee was actually successful in

- nationalising industries such as the Bank of England, coal, electricity, and gas;
- establishing the welfare state by setting up housing programmes and – most importantly – creating the National Health Service.

In 1997 the Labour Party won a landslide victory under the leadership of Tony Blair who together with Gordon Brown had instigated the concept of "New Labour".

In 2007 Blair was succeeded as prime minister by Gordon Brown. When outlining the party's policies in his acceptance speech Gordon Brown pledged that he would continue the reform process:

- investing in state education,
- modernising the National Health Service,
- giving more power to parliament whose influence was greatly reduced under the dominant leadership of Tony Blair.

## The Conservative Party

- Descending from the "Tories", a political faction strongly supporting the monarchy, the Conservative Party traces its roots to the 17<sup>th</sup> century and is thus one of the oldest parties in the UK.
- When coming to power in 1951, the Conservatives at first accepted the welfare state as established by the preceding Labour Government including the nationalisation of certain industries and the National Health Service.
- But under Margaret Thatcher (prime minister from 1979 to 1990) the Conservatives then became a party of uncompromising reform. Radically committed to free enterprise Margaret Thatcher's policy was marked by
  - rigorously cutting government expenditure with all its implications for welfare, education and the National Health Service,
  - the privatisation of formerly nationalised industries,
  - restraining the power of the trade unions.

However, divisions over Europe, the introduction of a poll tax and other reasons led the Conservative Party to remove Margaret Thatcher in 1990. The Conservatives won the 1992 election, but with a very small majority so that John Major was in fact heading a minority government. After having been in power for 18 years, the Conservatives suffered a massive defeat in 1997 (cf. 4 New Labour).

Rather antagonistic to the European Union, Margaret Thatcher laid emphasis on Britain's special relationship with the USA. Unrelenting in her claim over the Falkland Islands she went to war with Argentina in 1982. Her policy of strength held a strong appeal for members of the working class: "I came to office with one deliberate intent; to change Britain from a dependent to a self-reliant society – from a give-it-to-me to a do-it-yourself nation; to a get-up-and-go, instead of a sit-back-and-wait-for-it Britain." (*The Times*, February 9, 1984; quoted in: *Margaret Thatcher in Her Own Words*, ed. by Macdonald Daly and Alexander George, Harmondsworth: Penguin, 1987, p. 16)

## Current issues

- With New Labour having moved to the centre of the political stage the Conservatives are sometimes finding it difficult to develop a foreign policy which is distinctly different from that of the Labour Party. Thus the Conservatives were in favour of fighting terrorism in alliance with the USA, thereby subscribing to Mr Blair's course of action and unanimously supporting the war against Iraq.
- While in the 1990s the party was divided on Britain's membership in the European Monetary Union, the Conservatives are now against having a single currency, but then New Labour, too, seems to have abandoned plans to introduce the euro.
- Trying to establish itself as a modern, liberal party, the Conservatives are stressing the freedom of the individual, which includes plans to give parents the right to choose the best school for their child and accepting gay couples while at the same time giving tax incentives to married couples thus putting single parents at a disadvantage.

## **Whigs and Liberals**

Originally a Whig was a member of a political faction which opposed the succession of James II to the throne (1679–1680) since he was Catholic.

After the Glorious Revolution the Whigs advocated a constitutional monarchy thus representing the interests of the aristocracy and the wealthy middle class.

In the late 18<sup>th</sup> and early 19<sup>th</sup> century the Whigs became a party supported by dissenters and industrialists implementing political and social reforms such as

- the abolition of slavery,
- extending the right to vote to the upper middle classes,
- the legalisation of the trade unions,
- legislation restricting child labour.

In the 19<sup>th</sup> century the Liberal Party emerged with the Whigs constituting an integral part. When the Liberals came into power at the beginning of the 20<sup>th</sup> century, they again established themselves as a reform party, for instance passing legislation to improve working conditions and greatly reducing the power of the House of Lords.

But then internal dissent and the rise of the Labour Party reduced the Liberals to a party of minor political importance.

## **Smaller parties**

- The Social Democratic Party (SDP) was founded in 1981 by four members of the Labour Party named the Gang of Four. Resenting the dominant role of the trade unions and the leftist drift of the Labour Party under the influence of Militant Tendency, a radical socialist group, they left Labour to form a party of their own until the merger with the Liberals in 1987.
- Among the extreme right wing parties are the National Front and the British National Party.
- There are a number of nationalist parties such as Plaid Cymru (Welsh Nationalists) and the Scottish Nationalist Party. The SNP, which describes itself as a "democratic left-of-centre party committed to Scottish independence", currently forms the government after having gained the majority in the 2007 election.

- A devolved government returned to Northern Ireland in 2007 when the Democratic Unionist Party under the Protestant leader Ian Paisley and Sinn Fein, an Irish republican party, agreed on sharing the power. Sinn Fein is considered to be the political wing of the IRA and originally fought for ending British rule in Northern Ireland while the Democratic Unionist Party, a religiously fundamentalist group, insist that Ulster or Northern Ireland remain united with the United Kingdom.

## The making of a law

- A bill is proposed. Legislation can be initiated by the House of Commons, the House of Lords or the Cabinet.
- The bill is introduced and debated in the House of Commons. After the details of the bill have been carefully examined (often in committees), the bill is voted on.
- When/If the bill has been accepted, it is taken to the House of Lords.
- There it goes through a similar process as a result of which it can be
  - rejected, which means further discussions or amendments. But the House of Lords can delay a bill only for one year (except money bills);
  - amended: then these amendments have to be considered and discussed in the House of Commons again; or
  - accepted.
- Both Houses must agree on the final text.
- With the Queen's royal assent the bill then becomes a law.

## The seating arrangement

Britain's predominantly two party-system is reflected in the seating arrangement of the House of Commons: the members of the two major parties (government and opposition) sit opposite each other, their leaders occupying the front benches with the members of the cabinet facing the members of the shadow cabinet (members of the main opposition party who would hold a governmental office if their party were in power). In the first row to the left are the seats of the prime minister and his cabinet, occupying the seats behind him are the members of his party called backbenchers. A backbencher is an MP who is not a member of the cabinet or does not hold an official position. Behind them sit the members of their party.

## The House of Commons

The House of Commons currently has 646 Members of Parliament, each representing an individual constituency. Of the 646 seats, 529 are for England, 40 for Wales, 59 for Scotland and 18 for Northern Ireland.

## Elections

Elections for the House of Commons are held at least every five years. But the government may decide to hold an election at an earlier date. In Great Britain the first-past-the-post system is used, which almost inevitably produces a two party system (cf. **10 Electoral Systems**).



The House of Commons © Corbis, Düsseldorf / Bettmann

## Membership in the House of Lords

The right of hereditary peers to sit and vote in the House of Lords was ended by the 1999 House of Lords Act: "No-one shall be a member of the House of Lords by virtue of a hereditary peerage."

92 members are still exempted from this provision (regulation) until the next stage of the Lords' reform process. This leaves the House of Lords, which currently has around 750 members, with four types of members: life peers, Law Lords, bishops and elected hereditary peers.

### The life peers

They are formally appointed by the Queen on the advice and recommendation of the House of Lords Appointments Commission (an independent body set up in 2000) on account of their expertise and achievement or on the advice and recommendation of the prime minister.

### The Law Lords

The Law Lords are also appointed by the Queen on the advice and recommendation of the prime minister. They are full-time judges who carry out the judicial work of the House of Lords.

### The Lords Spiritual

A limited number of 26 Church of England archbishops and bishops sit in the House, among them the Archbishops of Canterbury and York. They are the sitting senior bishops from the Church of England, the remaining Lords are known as the Lords Temporal.

### Elected hereditary peers

92 members among the hereditary peers were elected internally to remain.

## Parliament – past and present developments

- The early medieval councils of the 11<sup>th</sup> century were meetings of nobles to advise the king but whose advice the king was not bound to take.
- When the barons under the leadership of Simon de Montfort forced the king "to talk about (French: *parler*) his politics", this was to become the foundation of parliament. The Great Council – as it was then called – discussed politics and was consulted on taxation and other matters of importance.
- In the 13<sup>th</sup> century a model parliament was instituted under King Edward I: It consisted of barons, archbishops and bishops, but the commoners were represented, too: "two knights from each shire and two burgesses from each borough."
- As early as in the 14<sup>th</sup> century the Commons and the Lords met separately.
- The struggle for supremacy culminated in Charles I's attempt to rule without parliament and led to a civil war.
- The Bill of Rights confirmed parliament's authority over the monarch: the legislative power lies with parliament.
- Under the Parliament Acts 1911 and 1945 the Lords lost the right to amend any bills concerning money and the amount of time they could delay a bill was reduced on the grounds that men who were not elected by the people should not have the right to obstruct the wishes of the Commons.
- With the beginning of party discipline, parliament lost its dominant role in the legislative process.
- Under the 1999 Act the hereditary lords lost the right to sit in the Upper House. 92 peers were exempted from this regulation, which was just the first step of a reform process, which has not been finished yet.

Following the referendum of 1997, Scotland, Northern Ireland and Wales were all granted their own local authorities. Yet there are some marked differences:

## Wales

The Welsh Assembly only has limited powers.

## Scotland

Scotland, for example, has its own parliament in Edinburgh now. Thus the right to decide on issues such as home affairs, education and health (to name just a few) and the power to raise the income tax lies with the Scottish Parliament.

Interestingly enough, the Scottish have decided for proportional representation as their electoral system.

## Northern Ireland

Home Rule, the right of the Irish to have their own government, is still a sensitive and complicated issue. (See [19 The Troubles](#).)

Under the Northern Ireland Act 1998 an assembly was set up to decide on issues such as health, education, environment and culture, but – in contrast to Scotland – legislative powers concerning policing, criminal justice and security were still exempted. This assembly, which has its seat in Stormont (therefore people often refer to the parliament in Northern Ireland as “Stormont”), was soon suspended on account of the continuing bloodshed and was only re-installed in 2007 after leaders of the opposing parties pledged themselves to share the power.

<i>For devolution</i>	<i>Against devolution</i>
<ul style="list-style-type: none"><li>■ Decision-making is carried out partly at state level and not only by a central government which may not be aware of local problems.</li><li>■ Politicians work closer to home, they have more contact with the people they represent.</li><li>■ Having the feeling that they actually do have a say people become more interested in politics.</li><li>■ Each region can have their own ministries of education and agriculture creating individual programmes and finding individual solutions to their problems.</li></ul>	<ul style="list-style-type: none"><li>■ This transfer of power must necessarily weaken the central government.</li><li>■ This might lead to a loss of importance internationally and consequently a loss of influence in international organisations such as the EU.</li><li>■ The setting up of additional institutions is superfluous and simply a waste of money (new buildings, salaries for the people involved).</li><li>■ Creating more authorities automatically means creating more bureaucracy.</li></ul>

## Elections in the United Kingdom

The first-past-the-post electoral system or majority vote puts smaller parties at a distinct disadvantage as the results of the 2005 General Election in the UK clearly

indicate since this voting system does not reflect the actual number of votes each party has received:

	The Labour Party	The Conservatives	The Liberal Democrats
Votes	35.2	32.3	22.0
Seats	55.1	30.7	9.6

The Liberal Party, for instance, received 22.0 % of the votes cast, yet they only hold 9.6 % of the seats in the House of Commons: their candidates only came first in 9.6 % of all constituencies.

Therefore it is little wonder that many smaller parties advocate the system of proportional representation which, by contrast, gives each party a number of seats in relation to the number of votes they receive. That means that if a party receives 22 % of the votes, they consequently get 22 % of the seats.

Those who are in favour of the first-past-the-post system emphasise the fact that the majority vote naturally produces clear majorities, thereby enabling one strong party to govern efficiently without being forced to seek compromises in order to gain the support of others.

## Elections in the USA

In the USA, too, the first-past-the-post system or majority vote seemed to be rather paradoxical or even proved to be highly unfair – as some people claimed – when in the 2000 election George W. Bush lost the popular vote to Al Gore (fewer people voted for him than for Al Gore), but Bush won the electoral vote.

This has to do with the fact that even though Al Gore received more votes nationwide, George W. Bush carried the majority in a larger number of states. Thus Bush was elected president in one of the most highly controversial elections in the history of the United States.

**The 2000 presidential election**

	Al Gore	George W. Bush
Votes	50,996,039	50,456,141
Percentage	48,38 %	47.87 %
States carried	20 + D.C.	30
Electoral votes	266	271

Data from "2000 Presidential Election: Final Results Reported" in: Facts On File World News Digest, 12 April 2001. Retrieved 4 September, 2007, from: Facts On File World News Digest @FACTS.com database

## The Bill of Rights

Since the Constitution was strictly restricted to defining the political system, ten amendments were added in 1789 and ratified in 1791 to lay down the rights of the individual.

The first Ten Amendments stating the civil liberties constitute the **Bill of Rights**, guaranteeing, for instance,

- the freedom of religion, the freedom of speech and the freedom of the press,
- the freedom of assembly,
- the people's right to bear arms,
- the freedom to petition (the right to demand some form of action from a government),
- protection against unreasonable searches and seizures,
- protection against imprisonment without specific charge,
- the right to a speedy public trial by an impartial jury,
- protection against cruel and unusual punishment.

## The Constitution and the Supreme Court

Since some provisions in the Constitution and the Bill of Rights are rather vague, these laws are subject to interpretation. The power to interpret the Constitution and to perhaps declare a law unconstitutional rests with the Supreme Court.

Even though the findings of the Supreme Court are binding, the court itself might repeal a decision taken at an earlier time.

This happened for instance in 1954 when the Supreme Court stated that segregated schools were unconstitutional, thus nullifying the concept of segregation as endorsed by the Supreme Court in 1896 when it had ruled that segregation was legal as long as facilities were equal. By overturning this doctrine, the Supreme Court removed the legal foundation of segregation.



## The American president and the system of checks and balances

In recent years there have been quite a number of incidents which illustrated how limited the powers of the president are if he does not enjoy the support of at least one of the two houses, the Senate or the House of Representatives. For instance Democrat President Clinton found himself severely hampered when trying to introduce a programme of health care reform. Since Congress controls the budget, his reform bill finally failed. Apart from simply rejecting a president's bill, Congress can also refuse to provide the money required to finance a particular programme.

But even if a president's party holds the majority in both the Senate and the House of Representatives, it does not necessarily follow that the president can count on the support of Congress. Especially members of the House of Representatives, who are elected every two years, might feel more committed to voting in accordance with what they feel is in the interest of the people they represent than supporting the president even if he happens to be their party leader. There is no "party discipline" like in Britain, that means that members of Congress cannot be disciplined for voting against their party. Consequently local, regional or lobby interests may determine voting more than party membership does.

## The election of the American president

As a first step, the parties have to find and nominate a suitable candidate.

In some states they do so in **primaries** (elections in which people vote for someone to become a candidate), other states hold **caucuses** or party conventions (meetings of party leaders and party representatives in which they choose a candidate). This stage of the electoral process already involves a lot of fund-raising to finance the campaign since the candidate who receives the majority of votes in most districts is nominated.

- Elections are held on Election Day – the Tuesday after the first Monday in November of every fourth year. On Election Day the voters cast their ballot. Since the ballot paper includes the names of the president and the vice president, many people believe that they are participating in a direct election of the president, but the voters actually elect the state electors, a group of delegates who then officially elect the president. Even though under the current system the electors are to represent the majority of voters in a state by uniformly electing the candidate who obtained the majority, two states have replaced the "winner takes all" system by proportional representation, dividing their electors in accordance with the proportion of the vote given to each candidate. Each state has as many electors as delegates in Congress.
- On Inauguration Day (January 20 following the presidential election) the president takes the constitutional oath of office and delivers his/her inaugural address (i.e. an outline of his/her general policy).

## Congress

Congress constitutes the legislative branch of the political system. Consequently its chief concern is the proposing and passing of bills. It consists of two Houses, the Senate and the House of Representatives. In the Senate, all states are equally represented. There are two senators from each state.

The number of representatives from each state, by contrast, is determined by the size of its population. Consequently a district with a large population such as California has more representatives than a sparsely populated state such as Delaware. Thus a balance has been achieved between the larger or more heavily populated states and the smaller ones.

While the two Houses have practically equal rights and seem to have nearly identical functions, there is a distinctive difference in the number of years its members serve, a fact which is of considerable consequence.

## The powers of Congress

The power to declare war exclusively lies with Congress.

Each house of Congress has the power to initiate legislation and each bill goes through several stages in both houses:

- Once a bill has been introduced in either of the two houses, it is sent to a committee for closer consideration.
- Then it is sent to the house where it was first introduced. After considering and debating the bill, it is then voted on.
- Once a bill is approved by one house, it is sent to the other house where it undergoes a similar process. Each house has the power to vote for or against a bill. It might also propose amendments. It takes the consent of both houses for a bill to become a law. When both sides agree, the bill is sent to the president for his signature. Complicated as this process might be and though it sometimes requires compromise, it is an effective measure against rash legislation.

## The Senate

One third of the senators are elected every two years for six terms of office so there is always a mixture of relatively new and very experienced senators. The six-year term allows the senators to support measures which though perhaps unpopular at the moment might prove beneficial in the long term.

## The House of Representatives

The members of the House of Representatives are elected every two years for two-year terms so naturally they cannot risk displeasing their voters at home by supporting a scheme which might benefit the state as a whole (e.g. an environmental project) but endanger or cost thousands of jobs in their home district (e.g. in the oil or logging industry). Thus they truly represent the people.

The Constitution also grants each chamber unique powers:

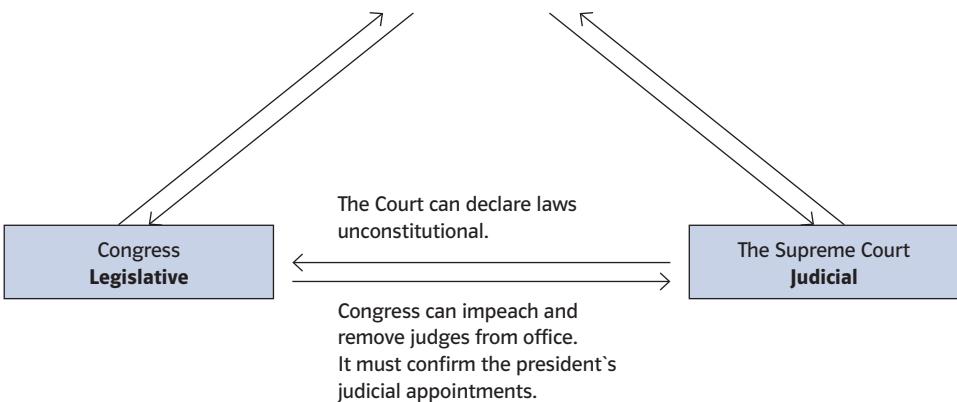
- The Senate alone has the power to confirm or reject the president's choice of officials (e.g. it must confirm the appointment of judges of the Supreme Court).
- The ratification of any treaty is subject to the consent of the Senate.
- The Senate alone has the power to try impeached officials whereas the House of Representatives alone has the power of impeachment.
- The power to raise money rests with the House of Representatives alone though the Senate might propose amendments.

## The separation of powers and the system of checks and balances

The president can veto laws passed by Congress.

The President and his Cabinet  
**Executive**

The president appoints judges.



The American system of government is based on **two fundamental principles:**

1. the separation of powers: there are three different branches (executive, legislative, judicial),
2. the system of checks and balances: though clearly defined these three branches are not strictly separated, they do not operate independently.

Each branch has the power to check the actions of the others.

### Congress

- controls the budget,
- must approve presidential appointments,
- can override the president's veto,
- can impeach and remove the president from office,
- must confirm the president's judicial appointments,
- does not necessarily work with the White House.

There is no party discipline, and it is not uncommon for a Democrat or a Republican to vote against their party or against the proposal of the president, even if he happens to be the party leader.

### The Supreme Court

- consists of nine chief justices (judges).
- Its function is to guard and to interpret the Constitution, not to make laws. Thus it examines congressional laws or presidential acts and decides if they are constitutional or not.
- It can declare presidential acts unconstitutional.
- Since the chief judges are appointed for life-time, they enjoy a fairly independent status.
- There is a strong tendency among presidents to choose members from their own parties or people holding similar views. But many judges have responded in unexpected ways.

## The Democrats

Party emblem (often used in cartoons):



the donkey

Having established themselves as the party of social reform and progress in the past, the Democrats generally advocate

- heavily taxing the rich and large enterprises to finance welfare programmes for the socially disadvantaged,
- affirmative action as a means of fighting racial inequality,
- diplomacy over military action,
- crime prevention,
- a more efficient health care system.

Among the Democrats there is a growing awareness of the importance of environmental protection. Their more liberal stand on questions such as

- abortion,
- same-sex marriages and
- stem-cell research

which appeal to intellectuals, but among their supporters are also working-class people, members of minorities and unions.

## The Republicans

Party emblem (often used in cartoons):



the elephant

Founded in 1854, the Republicans are also called the GOP, the "Grand Old Party". Having once represented the industrial north, the Republicans adhere to the principles of the free market with its emphasis on competitiveness and the responsibility of the individual.

Thus they are in favour of

- little state interference,
- low taxation to boost the economy and less state expenditure,
- military unilateralism (taking military action regardless of the support/consent of other nations),
- a tough stand on crime including capital punishment.

Stressing the freedom of the individual, the Republicans are against

- legislation to promote the protection of the environment and
  - gun control
- while at the same time opposing
- abortion and
  - same-sex marriages.

President Bush's cabinet conspicuously included African Americans to raise the appeal to members of minorities, yet the Republicans receive most votes from the wealthy, the middle class and all those representing big business. Yet on account of their upholding family values they are also supported by religious groups.

## Members

Australia, Bangladesh, Canada, India, Nigeria and the United Kingdom constitute the largest Commonwealth nations.

Basically, members of the Commonwealth share a common past, either as former colonies of the United Kingdom or as British settlements, but there are also those which do not have any historical ties with Great Britain directly, but which do have links to another Commonwealth member.

Nations wishing to join the Commonwealth have to be willing to accept the fundamental beliefs and values laid down in the Harare Declaration. Thus South Africa withdrew its application under the former apartheid regime in 1961 when its system of racial segregation and oppression was found irreconcilable with the principles of the organisation. In 2007 Pakistan was suspended from the Commonwealth because of General Musharraf's undemocratic rule of the country.

There are also these nations which do not wish to be a member although as former colonies they would be entitled to join: Egypt, Iraq, Sudan, Somalia and Kuwait are among those nations which do not identify and share the principles of the organisation or which do not want to join out of resentment for the former imperial power.

The Commonwealth members all enjoy equal status. The word "British", which was originally included in the name "the British Commonwealth of Nations", was dropped to express and emphasise this fact and even though the British monarch Queen Elizabeth II is still the head of the Commonwealth, she is no longer head of state of all the Commonwealth countries though a number of nations chose to keep the Queen as their head of state (e.g. Canada and Australia).

## History

When at the turn of the 19<sup>th</sup> century colonies such as Canada (1867), Australia (1900), New Zealand (1907) and South Africa (1910) gained independent status as self-governing dominions, the British Empire began to disintegrate.

These formerly British territories retained close links with their former motherland, and in an attempt to define this relationship, Britain and its dominions agreed that dominions were "autonomous communities within the British Empire, equal in status, [...], though united by common allegiance to the Crown [...]."

After World War II decolonisation rapidly gained momentum with several colonies becoming sovereign and independent states (e.g. India in 1947) and the British Empire was transformed into the Commonwealth of Nations, an association which was no longer defined by its allegiance to the Crown and whose members did not have to recognise the Queen as head of state.

- In the Singapore Declaration of Commonwealth Principles (1971) the members confirmed the voluntary character of the organisation and defined their aims and principles.

- In the Harare Commonwealth Declaration the members committed themselves to "promoting democracy and good governance, human rights and the rule of law, gender equality and sustainable economic and social development." (Commonwealth Secretariat)

## Criticisms

Britain joining the European Union was interpreted as a shift of focus, as a preference for an economically and politically stronger alliance. Other nations also established relationships with trading partners which are geographically closer (e.g. Singapore is a member of ASEAN). This development naturally led to a slump in trade among the Commonwealth members. Moreover, Britain's restriction of immigration from Commonwealth countries in the 1960s and 1970s caused irritation. It has also been argued that the organisation does not have enough influence to carry weight.

## Integration and multiculturalism in literature

In her novel *Small Island* (London: Review, 2004)

**Andrea Levy** explores the dreams and hopes, but also the problems of the first group of Caribbean immigrants coming to Britain. Levy's father was among those.

Set in 1948 the author follows four characters, two white Britons and two Jamaicans, as they are trying to cope with reality at a time when Britain was changing radically. Hortense and Gilbert Joseph have come to London from Jamaica to start a new life. Snobbish on account of having been brought up as a lady and proud of her impeccable English, Hortense is bewildered and shocked when being insulted and discriminated. In discovering the real England Hortense's self-discovery begins.

Levy was awarded the 2005 Commonwealth Writers' Prize.

Tracing the lives of two wartime friends, working-class Englishman Archie Jones and Samad Iqbal, a Muslim from Bangladesh, **Zadie Smith** contrasts

different lifestyles and options in her novel *White Teeth* (2001). While at the age of 47 Archie Jones marries a much younger Jamaican girl, Samad's is an arranged marriage.

Samad sends one of his twin sons, Magid, back to Bangladesh where he is to be brought up under the Islam while keeping Millat in England. But erstwhile womaniser Millat turns into an angry fundamentalist, whereas Magid becomes an atheist with a profound interest in genetic engineering. Samad voices the worries and frustration of first-generation immigrants who are afraid of losing their children in a predominantly white culture, when commenting on his two sons: "The one I send home come out a pukka Englishman, white suited, silly wig lawyer. The one I keep here is fully paid-up green bow-tie-wearing fundamentalist terrorist." (Zadie Smith, *White Teeth*, London: Penguin, 2001, p. 407)

*White Teeth* won a number of awards and prizes, including the *Guardian First Book Award*, the *Whitbread First Novel Award*, and the *Commonwealth Writers' Prize*.

## Integration and multiculturalism in films

*My Beautiful Laundrette* (1985, directed by Stephen Frears, screenplay by Hanif Kureishi)

Omar, the son of a Pakistani immigrant, gets the offer to take over a run-down launderette owned by his uncle Nasser, a successful Asian businessman. He is supported by Johnny, a former school friend and working-class youth, who had joined a gang of neo-Nazi skinheads. The two of them resume their love affair as they turn the launderette into a successful business. In *My Beautiful Laundrette* Kureishi covers a wide range of topics, from homosexual love and capitalism to family relationships and racism.

*Bend It Like Beckham*

(2002, directed by Gurinder Chadha)

Jess is just an ordinary teenager, who loves playing football. But she is also the daughter of Indian Sikh immigrants, who want her to pursue an academic career in the hope that one day she will become a solicitor, enjoying the success which had been denied to them. But when Jess meets Jules, she gets the chance to play in a team. At first an Indian girl playing football seems to be irreconcilable with the values and conventions of her Indian family. But then her dream of getting the chance to play football as a professional seems to come true.

By playing with the stereotypes of Indian families being on the one hand completely westernised while at the same time strictly adhering to outdated traditions, the film explores the problems of the second-generation immigrants, who are torn between the love and loyalty for their family and the desire not to have to conform to principles which they do no longer share.

## The EU – the forming of a union

- 1951 Treaty of Paris: France, Germany, Italy and the Benelux countries (Belgium, Luxembourg and the Netherlands) found the European Coal and Steel Community (ECSC).
- 1957 Treaty of Rome: By establishing an economic community, providing for free trade, and laying the foundation for a political union at a later stage the six member states form the European Economic Community (EEC).
- 1961 Britain's application to join the union is turned down since the French President Charles de Gaulle has doubts about Britain's commitment to the community.
- 1973 Britain's entry into the EC is confirmed by a nationwide referendum two years later in 1975.
- 1990 Under the Schengen Agreement border controls are abolished, thus ensuring greater mobility for EC citizens.
- 1993 Treaty of Maastricht: The 15 member states of the EC (Austria, Belgium, Great Britain, Denmark, Finland, France, Germany, Greece, the Netherlands, Ireland, Italy, Luxembourg, Portugal, Spain, and Sweden) agree to promote political, economic and social co-operation with the aim of establishing a single European economic and monetary union with a single currency by 1999. By ratifying the Treaty of Maastricht the European Union is founded.
- 1994 The Eurotunnel is opened. Being now linked to France, Britain's geographical isolation is ended.
- 1997 The Labour Government under Tony Blair finally accepts the Social Charter, which guarantees social and economic human rights, but which also increases labour costs.
- 1999 The euro is introduced but Britain does not join the monetary union.
- 2004 Ten new countries join the EU.
- 2005 France and the Netherlands vote against the proposed EU constitution.
- 2007 The Lisbon Treaty, a replacement for the EU constitution, foresees new EU reforms.

## The pros ...

- While trade with the Commonwealth declined in the 1950s and 1960s, there was a substantial increase in trade with Europe.
- Membership invariably gives access to new markets.
- Britain benefits from EU subsidies.
- As a member of a strong union, Britain might again play a more important role in the world.

## ... and cons of EU membership

- Being a member leads to a loss of national identity.
- Establishing new institutions invariably leads to an increase in bureaucracy.
- The contributions are too high.
- Britain does not advocate an agricultural policy resulting in the production of large food surpluses.
- After the EU enlargement in 2005 it is even more difficult to reach consent among the members.

1968 Civil rights marches modelled on the Civil Rights Movement in the USA demand an end to discrimination as regards to housing, jobs and electoral rights. Some of them meet with open resistance from extremist Protestants and end in violence. British troops are sent to Ireland to keep the peace and maintain law and order.

1972 Bloody Sunday: British soldiers shoot 13 unarmed people during a march through Londonderry.  
Bloody Friday: 11 people are killed in bombings by the IRA in and around Belfast.  
Northern Ireland's parliament is subsequently dissolved and "direct rule" from London is introduced in response.

1981 Ten IRA prisoners campaigning to be recognised as political prisoners die during a hunger strike.

1994 The IRA declares ceasefire.

1998 The Good Friday Peace Agreement provides for

- the establishment of a devolved government in Northern Ireland on a basis of power sharing,
- the release of political prisoners,
- weapons decommissioning,
- reforms of criminal justice and policing.

Subsequently, a devolved government is installed in Ireland. In the following years, a new outbreak of violence repeatedly leads to the suspension of the Irish Parliament in Stormont.

2001 The IRA begins weapons decommissioning.

2005 The IRA announces that all weapons have been destroyed.

2007 A devolved government returns to Ireland as Protestant and Catholic leaders agree on power-sharing.

1985 The Anglo-Irish Agreement declares that Northern Ireland would remain a part of the United Kingdom as long as that is the will of the majority in the north while simultaneously giving the Republic an advisory role in the running of the province.

1993 The Downing Street Declaration confirms the right of the people to self-determination while also recognising the fact that a peaceful solution to the conflict requires the participation of all the parties involved (The Republic of Northern Ireland, the UK, representatives of Sinn Fein and the Protestants in Northern Ireland).



12 <sup>th</sup> century	Asked for help by the (Irish) King of Leinster Norman barons come to Ireland and are awarded land for their military support. The Anglo-Norman King Henry II is recognised as their overlord.	of the Boyne. Even today the Protestant Orangemen commemorate this day as a symbol of Protestant power and supremacy.
1536 – 41	King Henry VIII invades Ireland. He is declared king but his attempt to impose Protestantism fails.	1695 – 1728 Penal laws are imposed, under which Catholics <ul style="list-style-type: none"> <li>- are barred from holding official positions,</li> <li>- are barred from entering the legal profession,</li> <li>- are not allowed to vote or serve as Members of Parliament,</li> <li>- are barred from the army,</li> <li>- are not allowed to buy land,</li> <li>- are prohibited from educating their children as Catholics,</li> <li>- are forbidden to exercise their religion,</li> <li>- are forbidden to receive an education.</li> </ul>
1610	Protestant English and Scottish settlers are given land in the northern parts of Ireland, for instance in Ulster. They become landowners, thus constituting a new Protestant upper class.	
1649	In revenge for a Catholic revolt Oliver Cromwell subdues Ireland. Catholics are dispossessed.	
1690	Having fled from London, the Catholic English King James II raises an army in Ireland but he is defeated by the Protestant William of Orange at the Battle	
1845 – 48	The failure of the potato crop leaves those who are poor (mainly Catholics) starving since they do not have the money to buy other foods. Afraid that the Irish might buy weapons, the government in London refuses to give them financial aid and so wheat and oats are shipped abroad to be sold at a profit.	1913 In response, the Irish Volunteers, a Protestant paramilitary force, are formed to fight against Home Rule.
1875	The first Home Rule Bill, which proposes the creation of a parliament in Ireland, is defeated in the House of Commons.	1916 The Easter Rising, a rebellion to form an independent Ireland, fails and fifteen of the leaders are executed.
1905	Sinn Fein, an Irish political party seeking to end British rule in Northern Ireland, is founded. The name is taken from the Gaelic, meaning "We Ourselves."	1919 – 21 The Anglo-Irish War of Independence ends with the partition of Ireland into the Irish Free State (Eire) and the predominantly Protestant Northern Ireland, which continues to belong to Great Britain.

## **Immigration into Britain – a short survey**

Although the United Kingdom had always had a history of accommodating immigrants from former colonies or asylum seekers trying to escape from political or religious persecution, e.g. Huguenots from France or Jews from Nazi Germany and refugees from Eastern Europe during the Communist era, there was no substantial immigration before the 1950s.

After World War II Britain at first encouraged immigration from Commonwealth countries since there was a significant shortage of workforce. People from the West Indies, India, Pakistan and Bangladesh were recruited to work as bus drivers or nurses, in the textile, coal or shipbuilding industry. Immigrants came

- in search of employment,
- to have a better life,
- as refugees, such as people from Hong Kong or those Indian Asians who were expelled from Uganda under Idi Amin in 1972 and who found asylum in Britain since their ancestors had settled in Uganda when it was still a British colony.

At the beginning of the 21<sup>st</sup> century immigration reached a record high following the enlargement of the European Union in 2004, which also allowed people from Eastern Europe to come and stay in Britain.

## **Immigration and discrimination**

Discrimination against coloured people had always been a problem in the UK and soon concerns were expressed that it might prove difficult to integrate people of such diverse backgrounds, religions (Hindus, Muslims, Sikhs) and cultures (Asians, Africans). The huge influx of immigrants in the 1960s and 1970s led to growing resentment against the “foreigners”, who were regarded as competitors on an increasingly tight labour market in a time of high unemployment. In the 1980s racial tensions culminated in race riots (e.g. in Birmingham, Brixton, Liverpool, Manchester, Nottingham).

- The first Race Relations Act was passed in 1965 but it was only under the Race Relations Act 1976 that discrimination in employment, education, housing etc was ruled unlawful. Since then, progress has been made but in spite of legislation against racial discrimination, coloured immigrants and their children still lag behind their white counterparts: especially black youths underachieve at school and members of ethnic minorities are more likely to be unemployed, and even though there is a small number of coloured MPs (Members of Parliament), ethnic minorities are under-represented in public institutions.

- In spite of efforts to improve relations between the police and the coloured communities, particularly young ethnic minority people still complain about racial harassment by the police since they feel that they are unfairly targeted. For instance they are more often stopped in the streets.

## The Monroe Doctrine (1823)

Basically, the Monroe Doctrine was the American response to European attempts to lay claim on territories in America. In his doctrine President Monroe outlined the position of the USA regarding its relations with Europe:

- The American continents were no longer open to colonisation by any European powers.
- Any effort to extend European political influence into the New World would be considered "as dangerous to our peace and safety" and would not be tolerated.
- The USA would not interfere with the existing European colonies or dependencies.
- The United States would not interfere in European wars or internal affairs, and expected Europe to stay out of American affairs.

The policy of isolationism enabled the USA to focus on domestic issues such as:

- the formation of a nation, inner development,
- the expansion of territory (for instance the Louisiana Purchase in 1803 or the acquisition of Florida in 1819),
- exploring and opening up the West (construction of the railway),
- the slave issue, the American Civil War (1861–1865).

## The Marshall Plan (1947)

In accordance with the Truman Doctrine, the USA started the European Recovery Program (Marshall Plan) to rebuild the war-ravaged continent. The initiative was named for Secretary of State George Marshall.

- Marshall also offered aid to the Soviet Union and its allies in eastern Europe, who rejected the plan as "dollar imperialism."
- Doubts about the effectiveness of the programme have been raised by some historians who argue(d) that the European economies would also have recovered without American support.
- The Marshall Plan benefited the American economy as well.

## The Iron Curtain

Thus the world was divided into an Eastern and a Western bloc, with "the Iron Curtain" forming the demarcation line, the boundary, which ideologically and literally divided Europe into two separate areas. The Berlin Wall was perceived as the very epitome of this partition.

## The Cuban Missile Crisis

Nationalist leader Fidel Castro had always resented the USA's influence in Cuba while the US government was suspicious of Castro's socialist policies, his attempt at a redistribution of wealth. Thus the USA trained and armed Cuban exiles to enable them to overthrow Castro's regime. But the exiles' coup failed and Fidel Castro began to establish closer links with the USSR. In 1962 nuclear missiles supplied by the Soviet Union were secretly installed in Cuba, posing an imminent threat to the USA. When President John F. Kennedy was presented with evidence of this step, he demanded that the missiles be removed at once. He also announced a blockade while simultaneously preparing

for an invasion thus leaving no doubt that the USA would not hesitate to use force. The missiles were then dismantled.



John F. Kennedy in West Berlin 1963  
© Picture-Alliance, Frankfurt/M.

## Nuclear deterrence and arms race

The concept of nuclear deterrence was central to the Cold War. Holding to the belief that only nuclear military strength might check the enemy for fear of retaliation, America and the USSR spent massive amounts of money on building up enormous weapons arsenals, both intent on developing even more weapons of an increasingly devastating potential.

- By the 1950s both sides had the power to completely destroy the opponent. But the arms race also proved to be an economic liability.
- At the beginning of the 1970s began a phase of detente, of tensions easing when in a number of talks both sides agreed on reducing their nuclear weapons arsenals.
- After a number of setbacks arms control talks were resumed in the middle of the 1980s.
- With the collapse of the Soviet Union at the beginning of the 1990s the Cold War ended, with the fall of the Berlin Wall again symbolising the beginning of a new era.

## The USA and changing threats

After World War II the United States and the Soviet Union soon emerged as competing powers. With the USSR extending their sphere of influence, the USA felt increasingly threatened by the spread of communism. Thus America's foreign policy aimed at containing communism and developed economic aid programmes such as the Marshall Plan. To be able to respond to the communist threat NATO was founded (1949), an international defense alliance between the United States, Great Britain, and other European countries, devised to protect the Western World and in particular Western Europe from a Soviet attack. Both major powers also embarked on a (nuclear) arms race, each side trying to assert military superiority.

With the dissolution of the Soviet Union in 1991, the communist threat ceased to exist, but with the growth of Muslim fundamentalism a new threat emerged. The terrorist attack on 9/11 left the nation deeply traumatised. Thus President Bush had to face fundamentally different problems since fighting terrorism proved to be infinitely more difficult than negotiating with another nation. Thus the United States has begun to define war on terrorism as a war against "rogue states", which President Bush holds responsible for training and supporting terrorist networks such as Al-Qaeda.

## The United Nations

Founded after World War II in 1945 the United Nations is an international organisation committed to

- maintaining peace;
- cooperation in solving international economic, social, cultural and humanitarian problems;
- encouraging respect for human rights and fundamental freedoms.

The organisation officially came into existence on 24 October 1945 with 51 member countries, among them China, France, the Soviet Union, the United Kingdom and the United States ratifying the UN Charter. In the UN Charter the rights and obligations of the member states are laid down, for instance

- the principle of the sovereign equality of all its members;
- the solution of international disputes by peaceful means;
- no use of force against the territorial integrity or political independence of any state.

On account of the internal power structure, consent is often difficult to achieve within the organisation and with UN-resolutions repeatedly being ignored, the organisation has often failed to succeed in maintaining the peace.

## The Vietnam War

After 1945	After World War II the Viet Minh, a Communist organisation, begin to fight the French colonial power in Vietnam in an attempt to gain independence.	the number of US forces is increased. The conflict escalates.
1954	The military conflict (Indochina War 1946–1954) between the Viet Minh and the French ends with the partition of Vietnam, which is divided into a Communist north and a non-communist south with Ngo Dinh Diem assuming leadership in South Vietnam. Fearing the spread of communism, the USA assists Diem's corrupt regime in South Vietnam since he is strictly opposed to communism. The USA sends military advisors to South Vietnam while the north is supported by the USSR.	By 1965 the number of troops sent to Vietnam totals 185,300. President Lyndon B. Johnson also begins to launch air raids, heavily bombing North Vietnam and communist controlled areas in the south. The high number of casualties and news of war crimes committed by US troops such as the massacre at My Lai fuel anti-war protests in the USA.
The 1960s	As the Vietcong, a communist-led guerrilla force supported by the North-Vietnamese guerrillas, continue their efforts to overthrow the South Vietnamese government,	1969 President Nixon propagates the "Vietnamization" of the conflict, which is to gradually withdraw troops.
		1972 The last US troops leave Vietnam.
		1975 After the fall and surrender of Saigon, the capital of the south, US helicopters evacuate 1,100 Americans and 5,500 South Vietnamese in one of the greatest air lift efforts in history.

## The War in Iraq

2003 President Bush declares war on Iraq on the ground that Iraq is in possession of weapons of mass destruction thus posing an imminent and urgent threat to the United States. Even though evidence for his assertion is highly disputable, the USA begins war on March 20, 2003, supported by allied forces composed of troops from Australia, Britain, Poland and other nations. The heavy bombings, the use of advanced military technology and sophisticated weapons lead to a quick success and already on May 1, 2003, the USA declares an end to major combat operations. After the occupation of Iraq no WMD (Weapons of Mass Destruction) are found in spite of extensive search. Thus the abuse of human rights and an alleged connection between Saddam Hussein and the terrorist movement Al-Qaeda are cited as rationale for the war.

Establishing a democracy proved to be difficult in the aftermath of the invasion. Attempts to stabilise the region and to spread (western) democratic values in the Middle East by doing so have so far failed in the face of the continuing bloodshed.

- While terrorist attacks are primarily targeted at coalition troops and those members of the Iraqi forces, which are perceived as collaborators of the occupying forces, many civilians have become the victims of the insurgency.
- The conflict founded on the sectarian divides has escalated, too, bringing the country sometimes on the verge of a civil war.

## The American Dream in literature and music

The American Dream is a recurrent theme in literature and in music:

- In *The Great Gatsby* (1925) author F. Scott Fitzgerald deals with the rise and fall of self-made millionaire Jay Gatsby.
- *Death of a Salesman* (1949) by Arthur Miller examines the false ideals of Willy Loman, who following the wrong dreams finally finds himself trapped in an inescapable situation and commits suicide.
- *American Pastoral* (1998) by Philip Roth is the story of Seymour 'Swede' Levov, who – though destined to live the American Dream – loses everything he loves.
- The novel *In America* (2001) by Susan Sontag describes the journey of a group of Poles who emigrate to America to found a "utopian" commune in California.
- The song "I want to be in America" in Leonard Bernstein's musical *West Side Story* (1957) contrasts the dreams of the immigrants from Puerto Rico with the harsh reality of life in New York.

Although often berated as a hollow ideal since no one can fail to see the discrepancy between dream and reality, there are those who have actually made it. Among the most prominent are:

### Abraham Lincoln

The son of a Kentucky frontiersman had to struggle for a living and for learning before he rose to become president of the USA.

### Arnold Schwarzenegger

Born in Austria, Schwarzenegger emigrated to the USA in 1968 where he became one of the most successful bodybuilders. After an equally successful career in action movies he was elected Governor of California in 2003.

- In "Mountains o' things" black singer Tracy Chapman describes the material side of the dream and in "Across the lines" she complains that "they kill the dream of America."
- Pop icon Madonna explores the endless opportunities America offers in her song "American life", not failing to add a critical note. Yet the singer is undoubtedly among those who – in spite of all the criticism – actually lived or live the dream.

### Frank McCourt

The writer was actually born in America but the family went back to Ireland since the father 'never made it' in New York. McCourt returned to America in 1949 where his autobiography *Angela's Ashes* (1996), in which he describes a childhood spent in extreme poverty, became a bestseller.

The American Dream is also a frequent motif in political rhetoric. The probably most famous example is the speech Martin Luther King delivered in front of the Lincoln Memorial in 1963. In this speech he describes his vision of America referring to the Declaration of Independence (1776): "[...] I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed – we hold these truths to be self-evident, that all men are created equal."

## Criticisms and current issues

- While integration does not necessarily require assimilation, the melting-pot concept does: the new arrivals had to adjust. And indeed, since the first settlements were predominantly British, settlers from northern and western Europe adopted English as their language and well up into the 19<sup>th</sup> century, many new settlers really went through a process of assimilation. In accepting American beliefs and institutions they became part of a WASP (White Anglo Saxon American) culture.
- And yet it has been pointed out that even the early immigrants with their different cultural, ethnic or religious backgrounds never really mixed. For instance Catholics, Protestants and Jews tended to marry within their own communities.
- The melting-pot concept has also been criticised since it seemed to be founded on an unjustified sense of superiority since the first settlers never seemed to question that their principles and beliefs should prevail. Thus, Native Americans and Blacks

were not considered as parts of the whole, who could contribute to the founding of a new nation.

- Pictures on TV showed a predominantly white society well into the 1970s and 1980s and at the beginning of the 21<sup>st</sup> century Halle Berry was the first woman of African American descent to win the Academy Award for Best Actress.
- Thus, metaphors such as salad bowl or pizza reflect the growing self-confidence of the new immigrants and their descendants, who insist that their culture, too, is part of the whole.
- The members of the various ethnic minorities are not evenly distributed in the USA, so again the imagery of the melting-pot seems to be inadequate to describe US society.

- After the Civil War (1861–1865) many African Americans left the South to move to the urban North in search of employment and a better life. This movement – which has become known as the Great Migration – led to the emergence of large black communities in (northern) cities such as Chicago and New York.
- A large percentage of Asian Americans live in California on account of its geographical proximity to Asia.
- In California and other southern and south western states the Hispanics constitute a substantial part of the population, thus quite literally changing the face of America. Also, deeply rooted in their cultural heritage many Hispanics have been unwilling or unable to give up their traditions and their language and there has been much debate over bilingual education.
- There are growing concerns among some Americans that this reluctance to assimilate might lead to ethnic disintegration.
- Yet, this insistence on a common national identity has equally been criticised as an attempt to preserve the cultural dominance of the whites.

### Growth of the different ethnic groups, census 2000

	1990 – 2000
All persons in the USA	13.1%
Whites	5.9 %
Blacks	15.6 %
American Indians	25.0 %
Asian-Pacific Islanders	45.2 %
Hispanics	57.5 %
Other races	47.1%

## **Immigration into the USA – a short survey**

- 16<sup>th</sup> century The Spanish founded the first permanent settlements in Florida.
- 17<sup>th</sup> century In Virginia British settlers established the first colonies, which were then to become the southern states. For the next 200 years black people were brought from Africa to work as slaves on plantations in the South. Pilgrims came to Massachusetts to escape religious persecution and to practise their religion freely. The Quakers later settled in Pennsylvania. The Dutch founded settlements along the Hudson river (among them New Amsterdam – later New York).
- 18<sup>th</sup> century New settlers arrived, among them many Scots-Irish, pushing the frontier further west.
- 19<sup>th</sup> century Catholic Irish started to immigrate in large numbers as a result of the great famine, but there was also mass immigration from Germany, Great Britain and France. The gold rush attracted tens of thousands of people from America as well as from other countries. Thousands of Chinese people were brought to the USA to build the Central Pacific Railroad.
- Around the turn of the century people from southern and eastern Europe, for instance Italy and Poland, came to escape severe poverty. Poverty and religious oppression also led to immigration from Sweden and Norway. The first Japanese people arrived after the annexation of Hawaii.
- 20<sup>th</sup> century There were political refugees, Jews fleeing pogroms in Russia and persecution in Nazi Germany, or in the 1970s refugees from the Vietnam War. The mass migration of Hispanics, who began to arrive in large numbers, though many of them illegally, led to growing concern and a reform of immigration legislation.

## **Immigration laws**

- 1882 The Chinese Exclusion Act temporarily suspended Chinese immigration. This ban was later confirmed.
- 1907 The Gentlemen's Agreement restricted Japanese immigration.
- 1917 A literacy test was introduced (to exclude immigrants from southern and eastern European countries).
- 1921 An Immigration Act limited the annual number of immigrants by introducing a quota system on the basis of nationality. This law was modified in the 1924 Immigration Act and 1929 National Origins Act.
- 1952 The McCarran Walter Act excluded all applicants who had ever shown Communist sympathies, but it lifted the ban on immigration from Asian nations.
- 1965 The 1965 Immigration Act abolished the quota system. It based admission on special (occupational) qualifications but it also allowed for family reunification. Immigration was limited to 290,000 a year.
- 1986 The 1986 Immigration Reform and Control Act raised the number of admissions and allowed many illegal immigrants to acquire US citizenship.
- 1980 Under the 1980 Refugee Act a certain number of refugees are admitted who face persecution on account of race, religion, political opinion, etc.
- 1990 The 1990 Immigration Act increased the number of immigrants allowed to enter the USA every year. It also introduced the Diversity Immigrant Visa or Green Card Lottery, which makes 50,000 permanent resident visas annually available, which are drawn from random. It includes a preference-based system, which favours "aliens with exceptional abilities", that is with special qualifications, for instance high-tech professionals. Under this law permanent residence is granted to immediate relatives of US citizens.
- 1996 The 1996 Illegal Immigrant Reform and Immigrant Responsibility Act provides for improved border controls, penalties for knowingly employing illegal immigrants and the deportation of illegal immigrants.

## The situation today

Socioeconomic Changes on Reservations, 1990 – 2000  
(shown as a percentage or percentage points)

	Non-Gaming	Gaming	U.S.
Real per-capita income	+21.0%	+36.0%	+11.0%
Median household income	+14.0%	+35.0%	+4.0%
Family poverty	-6.9	-11.8	-0.8
Child poverty	-8.1	-11.6	-1.7
Deep poverty	-1.4	-3.4	-0.4
Public assistance	+0.7	-1.6	+0.3
Unemployment	-1.8	-4.8	-0.5
Labor force participation	-1.6	+1.6	-1.3
Overcrowded homes	-1.3	-0.1	+1.1
Homes lacking complete plumbing	-4.6	-3.3	-0.1
Houses lacking complete kitchen	+1.3	-0.6	+0.2
College graduates	+1.7	+2.6	+4.2
High school or equivalency only	-0.3	+1.8	-1.4
Less than 9th-grade education	-5.5	-6.3	-2.8

Data based on *CQ Researcher*, April 28, 2006, p. 364

## Government funds for reservations

Particularly members of the Republican Party have repeatedly proposed cutting funds for reservations on the grounds that by decreasing government spending, Native Americans would be encouraged to integrate. Some of them argue that funds actually promote dependency, thus leading to high unemployment-rates and alcoholism while others point out that many tribes have enjoyed an increase in revenues by operating casinos. Many Native Americans consider these funds as a means of redressing past injustice.

## The role of reservations

In the face of the extreme poverty prevailing on many Indian territories the importance of the reservations themselves is questioned. Some people suggest transferring land to individuals, claiming that land privatisation would enable Native Americans to develop individual initiative, which might prove to be economically more efficient than continuing the vicious circle of financial assistance and dependency.

American Indians oppose efforts to weaken the role of the tribe and a community-based culture which they regard as their unique heritage. They insist that tribal economy is necessary to preserve their culture and land rights.

## Past and current issues

Self-determination or assimilation?

- Some US governments pursued a policy of assimilation, for instance by encouraging private ownership on reservations in order to diminish and eventually eliminate tribal cohesion under the General Allotment or Dawes Act (1887).
- Under the Indian Reorganisation Act (1934) this approach was renounced and with his "New Deal for American Indians" President Franklin D. Roosevelt laid the legal foundation for tribal sovereignty.
- The introduction of a number of "termination bills" in the 1960s marked a fundamental change since termination legislation invariably meant that some tribes lost their status as sovereign entities.
- Under the 1975 Indian Self-Determination Act tribes were given the authority to provide for their own education and social service programmes.

## The role of the Bureau of Indian Affairs (BIA)

The BIA was founded in 1824 and is officially responsible for administering the land held in trust by the government and for providing educational and social services on the reservations. It funds the tribal governments, maintains schools and roads and supports welfare programmes but has so far failed to promote economic development. The main problem seems to be the lack of businesses on reservations. Thus the efficiency of the BIA is under discussion. Without the revenues from enterprises, the federal funds are used up in providing social services. But without economic development, reservation residents remain dependent on federal funds for jobs and social services. Critics accused the BIA of corruption even recommending its abolition on the ground that the money does not reach those in need but is wasted on internal operations. The BIA has also been severely criticised for its restrictive policies, which make it difficult to establish new industries on reservations.

## Civil Rights Organisations

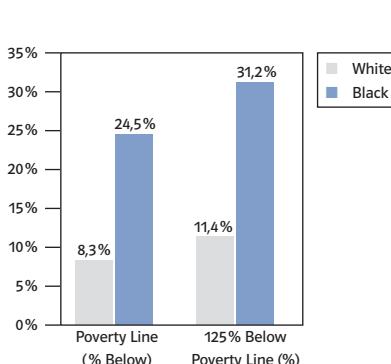
In 1909 a multiracial group of activists founded the National Association for the Advancement of Colored People (NAACP). When subsequently more organisations to promote equal rights emerged, some groups such as the "Southern Christian Leadership Conference" under their charismatic leader Dr Martin Luther King adopted a policy of non-violence while militant groups, for instance the Black Panther Party advocated armed resistance in their fight for equal rights.

## The situation of African Americans today

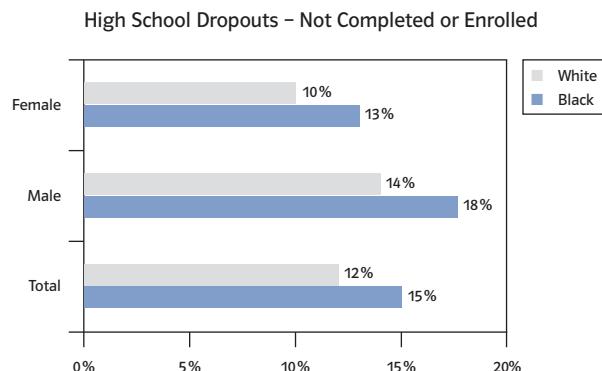
Undoubtedly substantial progress has been made over the last four decades: there is an increasing number of immensely successful African Americans, among them black politicians holding high offices. Yet statistics clearly indicate that African Americans still do not enjoy equal status as their white counterparts:

- Housing defines the quality of life, for instance by determining the schools which the children attend. While 76 percent of white families in America own homes, only less than 50 percent of black families do so since it is more difficult for them to obtain credit.
- According to the National Urban League Equality Index, Blacks are receiving significantly longer felony sentences than Whites.
- Blacks are more likely to be the victim of a violent crime, and five times more likely to be the victim of a murder than Whites with most crimes against Blacks being committed by other Blacks.
- The median income of Whites is still higher than that of Blacks.

Racial inequality is also reflected in the percentage of those living in extreme poverty (125% below the poverty threshold) and black males still had the highest rate of High School Dropouts.



(Figures based on "The National Urban League Equality Index" by Rondel Thompson and Sophia Parker of Global Insight, Inc. In: *The State of Black America 2007*, New York: National Urban League, 2007)



Data based on *The State of Black America 2007*, New York: National Urban League Equality Index, 2007.

## Problems

The rapidly increasing costs of modern medical treatment and technology and an ageing population led to underfunding and consequently to

- a shortage of staff, particularly since the private sector offers a better pay and better working conditions;
- poor facilities;
- inadequate medical equipment;
- waiting times / waiting lists.

Discontent with the poor quality of health care services account for the growing number of private medical insurance companies, such as BUPA (British United Provident Association), which offer a wide range of services. People opting for private health care must nevertheless contribute to the NHS, thus having to pay "twice" for medical services.

## Reforms

On account of the continuing poor performance of the NHS the Labour Government introduced the [National Health Service Plan](#) in 2000 to improve medical treatment and to reduce waiting times.

The plan proposes

- increased funding to allow for a substantial investment in facilities as well as in staff;
- improving clinical performance and encouraging a higher health service productivity;
- promoting efficiency;
- strengthening the role of nurses who treat minor injuries in so-called Medical Walk-In Centres;
- tackling the causes of avoidable ill-health and involving people more in managing their own care.

The [Citizen's Charter](#) was introduced by the British Government to raise the standards of public services. This was followed by the [Patient's Charter](#) which was introduced to support the objectives of NHS reforms. It lays down the patients' rights and the standards which patients can expect from the National Health Service such as maximum waiting times, guaranteed treatment no later than two years and guaranteed reply to complaints.

In 2007 Tony Blair proudly presented facts:

- reduced waiting times,
- lower mortality rate of cancer patients.

## Health insurance in Germany and in the USA

### The American system

The USA does not have a universal health care system since health insurance is still not obligatory. Yet, most Americans are insured

- through their employers or unions,
- having bought a private insurance policy,
- through a government programme, such as Medicare or Medicaid.

Yet 16% of the population are left without health protection, mostly working-class people whose employers do not provide health insurance.

- ➲ People are entitled to emergency services regardless of their ability to pay.

But even if people do have insurance, these schemes may not cover all services. Most health plans do not include medicine (prescription drug coverage), for instance. With the costs for medical treatment drastically increasing, illness might consequently become a financial liability.

In spite of these drawbacks, many Americans oppose the introduction of a universal health care system, afraid that rising labour costs might affect their ability to compete on a globalised market.

### Health insurance in Germany

In Germany, by contrast, the majority is insured under the statutory health insurance system with the premiums paid for by employers and employees. Yet in the face of soaring costs, no longer all services are covered: glasses and dentals are no longer included and there is a set charge for medicines. Usually people buy additional policies to meet these costs.

Civil servants and the self-employed have private insurance. Otherwise only people above a certain income level can opt out of the statutory health insurance system and purchase private health insurances.

- ➲ Thus only an estimated 0.3% of the population has no health insurance of any kind. They are generally the rich who do not need it and the very poor who receive health care through social assistance.

### Problems

- On account of an ageing population and high unemployment rates, an increasingly small number of employees has to fund a rising number of people who do not work.
- The costs for medical treatment are drastically rising.

## Social welfare in the USA

As a result of the importance placed on the ideal of the free individual the USA still has no mandatory legal health insurance for all its citizens. However today social security in the USA comprises a number of programmes, for instance

- unemployment insurance, financed through taxes (since the individual states are free to establish their own unemployment insurance programmes, the amount of these benefits and the time limit for receiving these benefits vary from state to state);
- Retirement, Survivors and Disability Insurance, financed through contributions paid by employers and employees;

- the “Food Stamp Program”, helping low-income people and families buy the food they need for good health (benefits are provided on an electronic card which is accepted at most grocery stores);
- cash aid programmes;
- time-limited cash benefits for low income families with children to meet their basic needs families.

Voluntary organisations and private charity still play a significant role in assisting the poor.

## Social welfare in the UK

British social security is a rather complex system, providing for

- people who are unemployed,
- those who need medical treatment,
- pensioners,
- families whose income is below the “lower income level” and people between 16 and 60 who are on a low income and who are not in full-time paid work.

The system is financed through National Insurance with people in work making payments towards benefits which are called national insurance contributions. National insurance contributions also go towards the costs of the National Health Service.

## Social welfare – some pros and cons

Those in favour of social welfare stress that welfare benefits

- ensure social justice, enabling those who are less privileged to live in dignity;
- actually reduce the crime rate since people in need do not have to resort to crime.

The critics argue that welfare benefits

- stifle individual initiative and foster dependence since people are not encouraged to work;
- require taxing private enterprises and individuals to finance these schemes, which slows down the economy.

## The British school system

In Britain, there is compulsory schooling, that means that all children between 5 and 16 must attend school.

- From the age of 5, children go to primary school.
- Secondary education begins at the age of 11. Most children attending state schools go to comprehensive schools, a secondary school for children of different levels of ability. Although the term "comprehensive" suggests that there are mainly mixed-ability classes, streaming is often common practice, particularly in subjects such as maths.
- At the age of 16 British school children take the GCSE. That means they have to sit exams in English, maths and science but there are also optional subjects.
- After the age of 16 children may leave school to start work or to take a vocational course.

- To enter university, however, a pupil has to take A levels (advanced level exams) in two or three subjects. Pupils preparing for this exam stay for another two years in the sixth form (the Lower Sixth and the Upper Sixth).

In some districts, there are still selective secondary schools:

- grammar schools placing high emphasis on academic subjects,
- secondary modern schools providing a general education,
- technical schools where students can mainly study practical subjects.

Age				Year			
26				6			
25				5			
24				4			
23				3			
22				2			
21				1			
20	University		Polytechnic				
19							
18	Sixth form	Vocational training	Grammar School				
17							
16	Comprehensive School	Secondary Modern School					
15							
14							
13							
12							
11	Primary School			6			
10				5			
9				4			
8				3			
7				2			
6				1			

## The American school system

- School attendance is compulsory for all children aged 5/6–16.
  - There are different structures within the American system of education:
    - 8-4 plan: 8 grades at an elementary school  
4 grades at a high school
    - 6-3-3 plan: 6 grades at an elementary school  
3 grades at a junior high school  
3 grades at a senior high school
    - 6-6 plan: 6 grades at an elementary school  
6 grades at a high school
- College admission standards vary according to the schools' academic standards and reputation. Acceptance may depend on SAT scores (Scholastic Aptitude Test: this test measures the student's verbal and mathematical skills), high school records, recommendations from teachers, interviews; sometimes the students have to hand in an essay.

- At a college, you study for your first degree, e.g. the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.).
- A university also offers graduate or even post-graduate studies, leading to a Master's or a Doctor's degree.
- With tuition fees ranging from \$ 4,000 to \$ 20,000 at the more prestigious universities, higher education is very expensive, making it difficult for people of poorer backgrounds to finance their studies. Although students can get financial help in the form of scholarships and student loans, this does not necessarily promote the concept of equality.

Age	Postgraduate Studies		
24			
23			
22			
21	Graduate Studies		
20			
19			
18			
17	Undergraduate Studies		
21			
20			
19			
18			
17	Grade		
16	12		
15	11		
14	10		
13	9		
12	8		
11	7		
10	6		
9	5		
8	4		
7	3		
6	2		
5	1		
4			
3			
2			
1			

## **Religious diversity**

As a consequence of its long tradition of religious freedom America is a land of religious diversity with Protestantism, Catholicism and Judaism as the three major faiths. Due to the influx of Hispanic immigrants the Catholics now constitute the largest religious denomination in the USA. Protestantism is still the dominant faith, and WASPs (White Anglo Saxon Protestants) are still influential but the Protestant Church is divided in about 200 different organisations such as the Baptists, the Methodists, the Lutherans, etc. Other prominent religious groups are the Amish or Mennonites, the Mormons and Jehovah's Witnesses.

## **The social functions of churches**

Churches do not only function as places of worship, they are frequently a meeting place for their members and the centre of social activities.

## **The electronic church**

The 1970s and 1980s saw the development of "televangelism". As the term implies, televangelism (television + evangelism) is the use of television to spread the Christian faith. Since these programmes appeal to people, religious broadcasting has turned into a multi-million business and televangelists have become the subject of considerable controversy. Critics compare the style of televangelism to that of the entertainment industry and the preachers to show hosts who are mainly concerned with fund-raising. Numerous televangelists have been at the centre of well-publicised scandals.

## **Black churches**

African American churches have traditionally performed social welfare functions, such as providing for the poor, and establishing schools and other social service institutions. They also played an important role in the Civil Rights Movement.

## **Religious fundamentalism**

As soon as in the late 19<sup>th</sup> century a religious movement – namely fundamentalism – emerged, which insisted that everything that is written in the Bible is literally true and not open to interpretation. Thus fundamentalists

- oppose the teaching of Darwin's theory of evolution, which they want to see replaced by the doctrine of Creationism,
- lead a crusade against what they perceive as "permissive society", strongly attacking abortion, sex outside marriage and homosexuality.

The fundamentalist movement has become a political force whose influence must not be underestimated and the most influential lobby of the new Religious Right. They strongly supported President George W. Bush in the 2004 presidential elections.

## The press in Britain

### Some quality papers and their political tendency

- *The Daily Telegraph*: Conservative
- *The Guardian*: liberal, independent
- *The Independent*: independent
- *The Scotsman*: Conservative, independent
- *The Times*: Conservative (once almost regarded as a national institution the paper considerably lost prestige under its new owner)
- *Financial Times*: independent

### Some popular papers and their political tendency

- *Daily Mail*: Conservative
- *Daily Star*: Conservative
- *The Express*: Conservative
- *The Mirror*: left of centre, Labour
- *The Sun*: Conservative

British people are among the most avid newspaper readers in the world. So apart from the national papers there is also a large number of regional papers.

## The press in the USA

The First Amendment to the American Constitution protects the right to freedom of expression and the freedom of the press: "Congress shall make no law [...] abridging the freedom of speech, or of the press [...]." The USA has a proud tradition of investigative journalism with its focus on discovering political corruption, business malpractice or industrial pollution. Perhaps the most striking example is the Watergate affair, which finally led to the resignation of President Nixon after the press revealed the many illegal activities such as campaign fraud, wiretapping etc, which were carried out by Nixon's staff. Yet this form of journalism has also been denounced as "muckraking" especially since there is a growing tendency to closely examine the past and the private lives of candidates thereby infringing on people's privacy.

- Although the US has numerous local and regional papers, there are only few national newspapers such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*.
- By contrast, the American magazines are truly national. Among the internationally most prestigious ones are *Time* and *Newsweek*.

### Largest daily US newspapers (March 2007)

Newspaper	Circulation
<i>USA Today</i>	2,524,965
<i>The Wall Street Journal</i>	2,068,439
<i>The New York Times</i>	1,627,062
<i>The Los Angeles Times</i>	1,173,096
<i>The Chicago Tribune</i>	940,620
<i>The Washington Post</i>	929,921
<i>New York Daily News</i>	775,543

Audit Bureau of Circulations

## The US economy

### Facts

The USA is still the world's leading economic power with

- agriculture still constituting a highly productive sector,
- the service industries accounting for 55% of economic activity in the USA,
- Silicon Valley, a region in Northern California, continuing to be the high-tech centre of the USA while the traditional industries in the Manufacturing Belt in the Northeast have declined.

The American economy is based on the principle of free enterprise, encouraging private initiative while keeping government interference at a minimum.

The USA is a member of NAFTA, the North American Free Trade Agreement, a trade bloc consisting of the USA, Canada and Mexico. Eliminating the majority of tariffs on products the treaty does not allow for a policy of protectionism.

### Current issues

- As a result of a rising environmental awareness attempts are made to reconcile economic productivity with an environmentally sound policy.
- Globalisation has accelerated the trend to business mergers, which has caused growing concern that influential industrial lobbies might determine America's policy.
- The emergence of "agribusinesses", large-scale farming enterprises, has led to an overproduction, making it difficult for small farmers to compete.
- Continuing military involvement in Iraq has resulted in a record deficit.

## The British economy

### Facts

Today London is an important banking and financial centre and as the traditional industries have been replaced by the light industries and the service sector, Britain has transformed into a modern economy. Also, it is currently enjoying an era of modest economic growth.

By contrast, the 1980s were an era of economic recession, brought about by the decline of the heavy industries. North Sea oil had been discovered at that time, but strictly adhering to the principles of free enterprise, Premier Thatcher refused to spend these revenues on modernising the mining and steel industry, which led to mass unemployment in Wales, North England and Scotland.

To encourage private initiative, Thatcher also privatised formerly nationalised industries such as British Rail.

While the Labour Government made no attempt to re-nationalise these industries, it began to invest heavily into educational and vocational training programmes.

### Current issues

- Britain has not adopted the euro even though it is a member of the European Union.
- Also, it views the enlargement of the European Union with scepticism.

**A) Fill in: the simple or the progressive form?**

1. Tim (have) a shower when the telephone rang.
2. Laura (work) on this book for two years and there is still no end in sight.
3. It's always the same: Tim (read) the newspaper while Sue (do) the dishes.
4. At the moment the board (consist of) three members.
5. The dessert (taste) really nice.
6. Amanda (have) breakfast. She always (have) breakfast at half past six.
7. A hypocrite is someone who (pretend) to have qualities, beliefs or feelings that they do not really have.
8. Look! This man (try) to break into that house.
9. Hurry up. We're late already. – I (come).
10. Time to leave. It (get) late.
11. Gwen seems to be better. She (look) fine today.

12. The early bird (catch) the worm.

13. Fees (include) tuition and course material.

Everything else (cost) extra.

14. I (try) to tell him how sorry I was when he already started screaming.

15. Practice (make) perfect.

**B) Translate.**

1. Wo bist du? – Ich sehe gerade fern.

2. Morgen um die Zeit werden wir am Strand liegen.

3. Wir gingen gerade die Straße entlang, als wir plötzlich einen Schuss hörten.

4. Es ist ein wunderschöner Tag. Die Sonne scheint und Frau Miller arbeitet im Garten.

**Key to the exercises****A) Fill in: the simple or the progressive form?**

1. Tim was having a shower when the telephone rang.
2. Laura has been working on this book for two years and there is still no end in sight.
3. It's always the same: Tim is reading the newspaper while Sue is doing the dishes.
4. At the moment the board consists of three members.
5. The dessert tastes really nice.
6. Amanda is having breakfast. She always has breakfast at half past six.
7. A hypocrite is someone who pretends to have qualities, beliefs or feelings that they do not really have.
8. Look! This man is trying to break into that house.
9. Hurry up. We're late already. – I am coming.
10. Time to leave. It's getting late.
11. Gwen seems to be better. She looks fine today.
12. The early bird catches the worm.
13. Fees include tuition and course material. Everything else costs extra.
14. I was trying to tell him how sorry I was when he already started screaming.
15. Practice makes perfect.

**B) Translate.**

1. Where are you? – I'm watching TV.

2. Tomorrow by this time we'll be lying on the beach.

3. We were walking down the street when we suddenly heard a shot.

4. It's a beautiful day. The sun is shining and Mrs Miller is working in the garden.

**A) Fill in: gerund or infinitive?**

1. Did you remember (to buy) some milk?
2. Nick suggested (to spend) the night in a hotel.
3. The Smiths invited us (to come and stay) with them for a couple of days.
4. Considering your heart problems I think you should avoid (to eat) too much fat.
5. Can you still remember (to cross) the channel for the first time?
6. She decided against (to move) to Cornwall after all.
7. Has Nick mentioned (to leave) earlier today?
8. Just stop (to complain) and keep (to walk).
9. Her last novel was really brilliant – I simply couldn't stop (to read).
10. Have you ever considered (to hand in) your resignation?
11. He warned them (not to inform) the police.
12. Just imagine (to spend) the rest of your life in southern France.
13. I expect you (to be) on time in the future.
14. Do you enjoy (to work) in a pub?
15. He advised her (to work) harder.

**Key to the exercises****A) Fill in: gerund or infinitive?**

1. Did you remember to buy some milk?
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11. He warned them not to inform the police.
12. Just imagine spending the rest of your life in southern France.
13. I expect you to be on time in the future.
14. Do you enjoy working in a pub?
15. He advised her to work harder.

**B) Translate.**

1. Ich freue mich darauf, Sie zu treffen.
2. Hast du gehört, dass Tom tatsächlich aufgehört hat zu rauchen?
3. Sie wird nie zugeben (*to admit*), das Geld gestohlen zu haben.
4. Ich habe es satt, immer die gleichen Geschichten zu hören.
5. Ich wollte, dass ihr die Konsequenzen kennt.

**B) Translate.**

1. I'm looking forward to meeting you.
2. Have you heard that Tom has actually stopped smoking?
3. She'll never admit stealing the money.
4. I'm fed up with hearing the same old stories again and again.
5. I wanted you to know what the consequences are.

#### A) Fill in: past tense or present perfect?

1. ... you already (meet) Laura? – Actually I think that we (meet) before.
2. Sorry for being late but my alarm clock (not go off) this morning.
3. ... you (see) my keys? – I think I (see) them on your desk a minute ago.
4. They (try) to fix the heating for ages and it still doesn't work properly.
5. ... anyone (see) Nick? – I think he (just, arrive).
6. When ... he (arrive)?
7. Sometimes I feel that Laura and Nick (not stop) arguing since they (get married).
8. Gwen is still in hospital. She (have) a bad accident.
9. We (not be) to a single concert since we (move) to London.
10. Just imagine. The Smiths (live) here in London for ages but they (find) the time to go to a concert yet.
11. This book (be published) in 2003.
12. Look. Someone (break) the window.
13. He (already write) the book a couple of years ago but so far he (find) anyone to publish it.

#### Key to the exercises

##### A) Fill in: past tense or present perfect?

1. Have you **already** met Laura? – Actually I think that we've met **before**. (→ We know each other.)
2. Sorry for being late but my alarm clock didn't go off **this morning**.
3. Have you seen my keys? (→ Where are my keys?) – I think I saw them on your desk a minute **ago**.
4. They've been trying to fix the heating **for** ages and it still doesn't work properly.
5. Has anyone seen Nick? (→ Where is Nick?) – I think he's **just** arrived.
6. **When** did he arrive?
7. Sometimes I feel that Laura and Nick haven't stopped arguing **since** they got married (at a definite point of time).
8. Gwen is still in hospital. She has had a bad accident.
9. We haven't been to a single concert **since** we moved to London (at a definite point of time).
10. Just imagine. The Smiths have been living here in London **for** ages but they haven't found the time to go to a concert **yet**.
11. This book was published **in** 2003.
12. Look. Someone has broken the window. (→ Now it is broken.)

14. We've been to the cinema. – What was on? ... you (enjoy) it?

##### B) Translate.

1. Wo warst du? Ich warte schon seit Stunden.
2. Gefällt dir das Kleid? Ich habe es eben gekauft..
3. Gestern haben wir ein neues Auto gekauft.
4. Laura war bis jetzt noch nie in Frankreich.

13. He already wrote the book a couple of years **ago** but **so far** he hasn't found anyone to publish it.

14. We've been to the cinema. – What was on? Did you enjoy it?

##### B) Translate.

1. Where have you been? I've been waiting for hours.
2. Do you like this dress? I've just bought it.
3. Yesterday we bought a new car.
4. Laura hasn't been to France yet.

## Mind the trap

In German we do not necessarily use a form of the future to refer to some point of time in the future, but we do use "würde(n)" in conditional clauses – especially in colloquial German.

- Wenn das Wetter schön ist, **gehen** wir am Wochenende schwimmen. – If the weather is nice, we'll **go** swimming at the weekend.
- Wenn Katie wirklich jeden Tag **trainieren würde**, könnte sie gewinnen. – If Kate really **trained** every single day, she would have the chance to **win**.

### A) Fill in.

If you hear the alarm, .... (leave) the building at once.

1. If I see Linda, I .... (tell) her that you rang.
2. If she has time at the weekend, we ... (can go out) together.
3. What would you do if you ... (win) a million pounds?
4. If I ... (be) you, I ... (not buy) this dress.
5. If I had known that the party will be so boring, I ... (stay) at home.

## Key to the exercises

### A) Fill in.

1. If you hear the alarm, **leave** the building at once.
2. If I see Linda, I'll **tell** her that you rang.
3. If she has time at the weekend, we **can go out** together.
4. What would you do if you **won** a million pounds?
5. If I **were** you, I **wouldn't buy** this dress.
6. If I had known that the party will be so boring, I **would have stayed** at home.
7. If Tim **hadn't invited** this terrible bore, we wouldn't have to listen to his silly stories now.

6. If Tim ... (not invite) this terrible bore, we wouldn't have to listen to his silly stories now.

### B) Translate.

1. Wenn Emma nicht laufen kann, muss sie zu Hause bleiben.
2. Was würdest du tun, wenn du einem Tiger begegnen würdest?
3. Ich hätte dich schon angerufen, wenn ich mehr Zeit gehabt hätte.
4. Wenn du nicht endlich dein Zimmer aufräumst, bleibst du am Wochenende zu Hause.
5. Diese Mannschaft hätte gewinnen können, wenn sie besser gespielt hätte.

### B) Translate.

1. If Emma can't walk, she must stay at home.
2. What would you do if you met a tiger?
3. I would have phoned/called you already if I had had more time.
4. If you don't tidy up your room, you will have to stay at home at the weekend.
5. This team could have won the match if they had played better.

## Mind the trap

Since the form of adjective and adverb are basically identical in German, these two mistakes are fairly common among German native speakers as a result of “translating” directly from German into English:

Er nahm ihre Drohungen nicht **ernst**. – He didn't take her threats **seriously**.

**Remember:** use an adverb to define a verb.

Aber das ist **ungeheuer** wichtig. – But this is **immensely** important.

**Remember:** use an adverb to define an adjective.

## Fill in: adjective or adverb?

1. Isn't her voice ... (simple) ... (wonderful)?
2. Have you seen the ... (beautiful) decorated ceiling?
3. This is a place of ... (particular) interest for all art lovers.
4. I didn't find his lesson ... (particular) interesting.
5. Come on. You can do this ... (easy).
6. You are ... (complete) ... (wrong).
7. Isn't this ... (absolute) ... (wonderful)?
8. You are ... (perfect) right.
9. The effect was ... (utter) devastating.
10. Usually he is quite ... (good) at maths but I'm afraid he didn't do ... (good) in the exam.
11. You shouldn't take his remarks too ... (serious).
12. Sorry that I can't come to your party, but I'm not feeling ... (good).
13. How was your meeting? Did everything go ... (smooth)? – Yes, everything went ... (good).
14. His desserts taste ... (simple) ... (delicious).

## Key to the exercise

1. Isn't her voice **simply wonderful**?
2. Have you seen the **beautifully** decorated ceiling?
3. This is a place of **particular** interest for all art lovers.
4. I didn't find his lesson **particularly** interesting.
5. Come on. You can do this **easily**.
6. You are **completely** wrong.
7. Isn't this **absolutely** wonderful?
8. You are **perfectly** right.
9. The effect was **utterly** devastating.
10. Usually he is quite **good** at maths but I'm afraid he didn't do **well** in the exam.
11. You shouldn't take his remarks too **seriously**.
12. Sorry that I can't come to your party, but I'm not feeling **well**.
13. How was your meeting? Did everything go **smoothly**? – Yes, everything went **well**.
14. His desserts taste **simply delicious**.

## Mind the trap

Placing the adverb between predicate and object is quite a common mistake among Germans since in German it is perfectly okay to do so, e.g. Meine Mutter liest abends oft noch die Zeitung.

### A) Find the correct word order.

1. 47 young people aged 16 and under were classified as “missing” in the South Wales police area. (on a random day last week)
2. Although the great majority of runaways are found, their action reflect deep unhappiness. (within 48 hours, often)
3. Reasons for running away vary but the cause of a young person’s decision to leave home is a chronic breakdown in communication. (frequently)
4. The extent of the problem is not appreciated and until the law was changed social workers could have faced criminal prosecution for harbouring runaways. (widely, recently)

5. But a pioneering project that is unique in Europe has been set up in Wales, providing a place to go for runaways where they can discuss problems. (now, in an environment free from pressure)

### B) Translate.

1. Helen schloss leise die Tür.
2. Ich suche schon den ganzen Morgen nach diesem Buch.
3. Diane arbeitet am Wochenende immer im Garten.
4. Mark verbringt manchmal den ganzen Abend an seinem Computer.
5. Ich habe unglücklicherweise meinen Schirm in der Bücherei vergessen.

## Key to the exercises

### A) Find the correct word order.

1. (On a random day last week), 47 young people aged 16 and under were classified as “missing” in the South Wales police area (on a random day last week).
2. Although the great majority of runaways are found within 48 hours, their action often reflect deep unhappiness.
3. Reasons for running away vary but (frequently) the cause of a young person’s decision to leave home is (frequently) a chronic breakdown in communication.
4. The extent of the problem is not widely appreciated and until the law was recently changed social workers could have faced criminal prosecution for harbouring runaways.
5. But now a pioneering project that is unique in Europe has been set up in Wales, providing runaways a place to go where they can discuss problems in an environment free from pressure.

### B) Translate.

1. Helen quietly closed the door / closed the door quietly.
2. I’ve been looking for this book the whole morning.
3. At the weekend Diane always works in the garden / Diane always works in the garden at the weekend.
4. Mark sometimes spends the whole evening in front of his computer. / Sometimes Mark spends the whole evening in front of his computer.
5. Unfortunately I left my umbrella in the library.

## Mind the trap

Omitting the indefinite article with verbs like *to be* or *to become* is quite a common mistake among Germans but there is equally a tendency to overcompensate by using the indefinite article with functions and titles which are regarded as unique and which consequently must not be used with the indefinite article (e.g. Clinton was president of the USA).

### A) Fill in: *the, a(n) or no article at all?*

1. In those days (...) life wasn't easy anyway but (...) life of a child was particularly hard.
2. T.S. Eliot was (...) teacher and a bank clerk before becoming (...) poet and playwright.
3. Spending a weekend close to (...) nature is not everyone's idea of having fun.
4. John F. Kennedy was (...) president for only three years.
5. I was surprised to find that she has got quite (...) good voice.
6. What we need is a policy that benefits (...) society as a whole.

## Key to the exercises

### A) Fill in: *the, a(n) or no article at all?*

1. In those days life wasn't easy anyway but the life of a child was particularly hard.
2. T.S. Eliot was a teacher and a bank clerk before becoming a poet and playwright.
3. Spending a weekend close to nature is not everyone's idea of having fun.
4. John F. Kennedy was president for only three years.
5. I was surprised to find that she has got quite a good voice.
6. What we need is a policy that benefits society as a whole.
7. Helen had such a bad accident that she had to be taken to hospital at once.
8. What makes people so violent?
9. He was sent to prison for armed robbery.

7. Helen had such (...) bad accident that she had to be taken to (...) hospital at once.
8. What makes (...) people so violent?
9. He was sent to (...) prison for armed robbery.

### B) Translate.

1. Ist das die Kirche, in der Prince Charles und Lady Diana geheiratet haben?
2. Genießen Sie das Leben im Einklang mit der Natur.
3. Frank ist ein Optimist.
4. Es waren nur ungefähr (*about*) hundert Leute bei dem Konzert.
5. Nach der Schule studierte er Geschichte an der Universität in Cambridge.

### B) Translate.

1. Is this the church in which Prince Charles and Lady Diana got married?
2. Enjoy life in harmony with nature.
3. Frank is an optimist.
4. There were only about a hundred people at the concert.
5. After school he studied history at Cambridge university.

## Mind the trap

There are some similarities in the usage of *some* and *any* and *a lot of* and *many/much*:

### You use **some**

- in affirmative sentences (sentences not containing words such as *no*, *not*, *never*): There is still **some tea** left.
- in questions to indicate that you expect "yes" as an answer: Would you like **some tea**?

### You use **any**

- in negative sentences (sentences containing words such as *no*, *not*, *never*): There isn't **any milk** in the fridge.
- in questions: Are there **any questions**?

### A) Fill in: **much, many, a lot of or some or any.**

1. They didn't get ... support from the local politicians.
2. Tim always gives ... good advice.
3. They couldn't give us ... information on ...
4. How ... water do you need?
5. There weren't ... people at the meeting.
6. How ... copies have you got?
7. Would you like to have ... water?
8. Excuse me, I would like to have ... information on ...

9. The service in this motel is really a shame and of course there isn't ...body to take our complaint.
10. These people do not have ... interest in ...

### B) Translate.

1. Ich konnte einfach keine Informationen zu dem Thema finden.
2. Ich glaube, ich brauche Rat.

## Key to the exercises

### A) Fill in: **much, many, a lot of or some or any.**

1. They didn't get **any/much** support from the local politicians.
2. Tim always gives **a lot of** good advice.
3. They couldn't give us **any** information on ...
4. How **much** water do you need?
5. There weren't **many** people at the meeting.
6. How **many** copies have you got?
7. Would you like to have **some** water?
8. Excuse me, I would like to have **some** information on ...
9. The service in this motel is really a shame and of course there isn't **anybody** to take our complaint.
10. These people do not show **any/much** interest in ...

### B) Translate.

1. I simply couldn't find any information on this topic.
2. I think I need some advice.

## Mind the trap

As a result of “translating” directly from German into English these two mistakes are fairly common among German native speakers:

**Wer** von euch hat das Buch schon gelesen? – **Which of you** has read the book already?

**Remember:** use *which* with an *of*-phrase.

Heinrich VIII. ließ zwei seiner Frauen köpfen, **was** nicht besonders nett von ihm war. – Henry VIII had two of his wives beheaded, **which** wasn't a nice thing to do.

**Remember:** use *which* in a relative clause when referring to the whole sentence.

### A) Fill in: **who, which or what?**

1. This became the beginning of the Reformation, (...) was the biggest shake-up the Church had ever seen.
2. (...) kind of man was Henry VIII?
3. (...) English statesman and scholar refused to accept King Henry's claim to be supreme head of the Church of England? – Sir Thomas More.
4. This was a decision (...) ended More's career and led to his execution for treason.

### Key to the exercises

#### A) Fill in: **who, which or what?**

1. This became the beginning of the Reformation, which was the biggest shake-up the Church had ever seen.
2. What kind of man was Henry VIII?
3. Which English statesman and scholar refused to accept King Henry's claim to be supreme head of the Church of England? – Sir Thomas More.
4. This was a decision which ended More's career and led to his execution for treason.
5. Which of his wives outlived Henry?
6. Queen Elizabeth kept Mary Stuart virtually imprisoned, which might have had something to do with the Spanish constantly plotting to get Mary on the English throne.

5. (...) of his wives outlived Henry?

6. Queen Elizabeth kept Mary Stuart virtually imprisoned, (...) might have had something to do with the Spanish constantly plotting to get Mary on the English throne.

#### B) Translate.

1. Wer von euch war schon in London?
2. All diese Dokumente müssen nochmals geschrieben werden, was sehr viel Zeit kostet.

#### B) Translate.

1. Which of you have already been to London?
2. All these documents have to be written again, which costs a lot of time.

## Mind the trap

As a result of “translating” directly from German into English these mistakes are fairly common among German native speakers.

- **Jeder** von ihnen könnte den alten Mann getötet haben. – **Each of them** could have murdered the old man.
- **Remember:** use *each* with an *of*-phrase. In this case *each* and *every* are not interchangeable.
- **Jeder** Narr kann eine Regel aufstellen. – **Any** fool can make a rule.
- **Remember:** use *any* in the sense of ‘it doesn’t matter which or who’ (German: *jeder beliebige*).

### A) Fill in: *each, every or any?* Must you use *each other* or a form of *oneself*?

1. Some people talk to (...) when they are alone.
2. The Olympic Games are held (...) four years.
3. (...) of us can help – through donations and volunteer work.
4. At the debate, candidates attacked (...)’s positions on abortion.

## Key to the exercises

### A) Fill in: *each, every or any?* Must you use *each other* or a form of *oneself*?

1. Some people talk to themselves when they are alone.
2. The Olympic Games are held every four years.
3. Each of us can help – through donations and volunteer work.
4. At the debate, candidates attacked each other’s positions on abortion.
5. Any fool can make war. Peace requires greater vision and courage.
6. Ron and Hermione often fight but actually they like each other.
7. Someone who does not value and respect himself lacks the capacity to respect others.
8. Have you ever thought of taking up golf? Anybody can learn how to play and everybody enjoys playing on our course.

5. (...) fool can make war. Peace requires greater vision and courage.
6. Ron and Hermione often fight but actually they like (...).
7. Someone who does not value and respect (...) lacks the capacity to respect others.
8. Have you ever thought of taking up golf? (...) can learn how to play and (...) enjoys playing on our course.

### B) Translate.

1. Der Test war sehr leicht. Jeder hätte ihn bestanden.
2. Jeder zweite Anruf heute Mittag war für dich.
3. Jeder von uns kennt dieses Gefühl.

### B) Translate.

1. This test was really easy. Anybody could have passed.
2. Every second call this afternoon was for you.
3. Each of us knows this feeling.

## Mind the trap

As a result of “translating” directly from German into English, German native speakers tend to make mistakes when using the following prepositions: *ein Stück von Shakespeare* – a play by Shakespeare

**Remember:** use *by* to refer to the person who wrote or composed something.

Make sure that you use the correct preposition with words such as example, typical, symbol, etc. Consult your dictionary when in doubt.

### A) Find the correct preposition.

1. The Statue of Liberty is often regarded as a symbol ... freedom and democracy.
2. It was rather cold ... the plane.
3. ... Christmas Day the pope appealed for peace.
4. The shop has been closed ... years. I've been living here ... 1999 and I can't remember seeing it open.
5. Welcome to Margie's, a delightful little bed and breakfast place situated ... Lake Huron.

6. Is *About a Boy* ... David Lodge? – No, actually I think Nick Hornby is the author.
7. Jersey is a British dependency ... the coast of Normandy.

### B) Translate.

1. Auf dem Bild siehst du die ganze Mannschaft.
2. Vorsicht. Auf der Straße spielen Kinder.
3. Reicht alle Artikel für die Schülerzeitung bis nächsten Montag ein.
4. David ist noch nicht da? Das ist einfach typisch für ihn.
5. Er arbeitet schon seit Jahren an diesem Projekt.

## Key to the exercises

### A) Find the correct preposition.

1. The Statue of Liberty is often regarded as a symbol of freedom and democracy.
2. It was rather cold on the plane.
3. On Christmas Day the pope appealed for peace.
4. The shop has been closed for years. I've been living here since 1999 and I can't remember seeing it open.
5. Welcome to Margie's, a delightful little bed and breakfast place situated on Lake Huron.
6. Is *About a Boy* by David Lodge? – No, actually I think Nick Hornby is the author.
7. Jersey is a British dependency off the coast of Normandy.

### B) Translate.

1. In the picture you can see the whole team.
2. Careful. There are children playing in the street.
3. Hand in all articles for the school magazine by next Monday.
4. David hasn't arrived yet? That's simply typical of him.
5. He has been working on this project for years.

## Mind the trap

- Use “needn’t” to indicate that something is not necessary: You needn’t help me with the dishes. I can do that later on.
  - *must* and *may* only occur in the present tense. So use “to have to” instead of “must”, “to be allowed to” instead of “may” when referring to the past or to the future.
  - *can* is similarly replaced by “to be allowed to” or “to be able to”.
- A) Fill in: an appropriate auxiliary or the correct form of an auxiliary.**
1. Look. The house is bright yellow now. They ... have painted it.
  2. Where are those letters I asked you to type? – Sorry, I ... (can) to write them yet.
  3. I can't find my keys. – ... you have left them in that shop?
4. How were your holidays? – Terrible. I was staying with my aunt and uncle and I ... to listen to loud music or to watch TV. Plus, I ... to help in the garden.
  5. What would you like to do tomorrow? Shall we go to the zoo or would you prefer going to the swimming-pool? – Perhaps we ... do both.
  6. You ... worry about Harry. He'll do fine.
  7. ... I ask you a question?
  8. Listen. You ... leave the door open at night. It's dangerous.

## Key to the exercises

**A) Fill in: an appropriate auxiliary or the correct form of an auxiliary.**

1. Look. The house is bright yellow now. They must have painted it.
2. Where are those letters I asked you to type? – Sorry, I haven't been able to write them yet.
3. I can't find my keys. – Can you have left them in that shop?
4. How were your holidays? – Terrible. I was staying with my aunt and uncle and I wasn't allowed to listen to loud music or to watch TV. Plus, I had to help in the garden.
5. What would you like to do tomorrow? Shall we go to the zoo or would you prefer going to the swimming-pool? – Perhaps we'll be able to / we can do both.
6. You needn't worry about Harry. He'll do fine.
7. May I ask you a question?
8. Listen. You mustn't leave the door open at night. It's dangerous.

- B) Translate.**
1. Wir müssen heute keine Hausaufgaben machen.
  2. Jimmy durfte gestern nicht zum Fußballspiel.
  3. In der Broschüre steht, dass wir bei Mme Tussaud vielleicht die Queen sehen.

**B) Translate.**

1. We don't have to do any homework today.
2. Jimmy wasn't allowed to go to the football match yesterday.
3. The brochure says that at Mme Tussaud's we may even see the Queen.

## Mind the trap

- Use one of the various forms of expressing the future even though in German some adverbial of time is regarded as sufficient to indicate future reference: Im Sommer fahren wir nach London.
- But do not use "will-future" in conditional or in temporal subordinate clauses: If the weather is nice tomorrow, we can go for a long walk. – When we are back, I'll give her a ring.

### A) Fill in: going-to future, will-future, present progressive or simple present?

1. I haven't arranged anything yet, but this year I (go) to New York in the summer holidays.
2. I hope you (enjoy) yourself.
3. Excuse me. When the next train (leave) for Munich?
4. I'm afraid we (be) late. The concert (begin) in 10 minutes and there is still no parking place in sight.
5. We (have) a party at the weekend. Would you like to come, too?
6. People from all over Germany (come) to Berlin to see the legendary musician.

### Key to the exercises

#### A) Fill in: going-to future, will-future, present progressive or simple present?

1. I haven't arranged anything yet, but this year I'm going to go to New York in the summer holidays.
2. I hope you'll enjoy yourself.
3. Excuse me. When does the next train leave for Munich?
4. I'm afraid we're going to be late. The concert begins in 10 minutes and there is still no parking place in sight.
5. We're having a party at the weekend. Would you like to come, too?
6. People from all over Germany will come to Berlin to see the legendary musician.
7. That's too stupid. I've just missed the last bus home.  
– No problem. I'll give you a lift.
8. If you see Gwen at the meeting next week, can you please tell her to give me a ring?

7. That's too stupid. I've just missed the last bus home.  
– No problem. I (give) you a lift.
8. If you (see) Gwen at the meeting next week, can you please tell her to give me a ring?

#### B) Translate.

1. Was machst du am Wochenende? – Wir fahren nach London. In zwei Stunden geht unser Flugzeug.
2. Was habt ihr dort vor?
3. Am Samstag treffen wir einen Geschäftspartner. Aber wenn das Wetter am Sonntag noch schön ist, machen wir eine Bootsfahrt nach Greenwich.
4. Ich fürchte, dass wir keine Theaterkarten mehr für das Globe bekommen.

#### B) Translate.

1. What are you doing / What are you going to do at the weekend? – We're going to London. Our plane leaves in two hours.
2. What are you going to do there?
3. On Saturday we are meeting a business partner. But if the weather is still good on Sunday, we're going to take a boat trip to Greenwich.
4. I'm afraid we won't get any tickets for the Globe Theatre.

## Mind the trap

- Use expressions such as “to tell someone to do something”, “to ask someone to do something” in indirect commands: The supervisor told him /asked him to sit down.
- The word order in indirect questions is the same as in statements (subject, predicate, object):  
She wanted to know when the concert starts.
- Do not use a comma after the introductory verb.

### A) Use indirect speech. What has to be changed?

1. Harry: “Stop bickering all the time.” – Harry ...
2. Inspector Dunce: “Who was the last to see the victim?” – Inspector Dunce wanted to know ...
3. Helen: “I would love to help you if I could. But I was having a shower so I didn’t hear anything.” – Helen explained that ...
4. Mrs Banks: “We haven’t seen him since the concert last September.” My wife has just told you that ...
5. Mr Butler: “I’ve never seen him before.”
6. Amanda: “His wife is having a baby.” – Have you already heard that his wife ...

## Key to the exercises

### A) Use indirect speech. What has to be changed?

1. Harry told them to stop bickering all the time.
2. Inspector Dunce wanted to know who had been the last to see the victim.
3. Helen explained that she would love to help the inspector if she only could but that she was / had been having a shower so that she didn’t / hadn’t heard anything.

**Remember:** There is a tendency to avoid the past perfect.

4. My wife has just told you that we haven’t seen him since the concert last September.
5. Mr Butler insisted that he had never seen the man before.
6. Have you already heard that his wife is having a baby?
7. The young man inquired if they had already found a place to stay in Italy.
8. John told Jimmy that if he worked hard, he would win the race.
9. David asked his dad if / whether he could have his (dad’s) car tonight / that night.

7. At the travel agency: “Have you already found a place to stay in Italy?” – The young man inquired ...
8. John: “If you work really hard, you’ll win the race.” – John told Jimmy ...
9. David: “Dad, can I have your car tonight?” – David asked ...

### B) Translate.

1. Sue fragte, ob sie etwas gegen ihre Kopfschmerzen haben könnte.
2. Der Arzt sagte, sie solle ein paar Tage zu Hause bleiben.
3. Sue antwortete, sie sei schon letzten Monat krank gewesen.

### B) Translate.

1. Sue asked if she could have something against her headache.
2. The doctor advised her to stay at home for a couple of days.
3. Sue replied that she had already been ill the month before.

## Do's

- Use commas in an enumeration.
- Use commas to mark off direct speech.
- Commas are often used after an introductory remark such as "well" or "anyhow" or an introductory phrase such as "moreover", "undoubtedly", "having just ... "

## Fill in: comma or no comma?

1. If you see John can you please remind him that he still hasn't handed in his paper.
2. His mother who had spent all her life adoring her son died some years later.
3. We don't know what he did after he had raised the alarm.
4. If I may say so the case will prove to be very interesting.
5. You're not going anywhere until you've told me where he is hiding.
6. Lady Mary who had kept to her room ever since refused to add anything to her former testimony.
7. Without doubt there is not a land on earth its equal.

## Key to the exercise

### Fill in: comma or no comma?

1. If you see John, can you please remind him that he still hasn't handed in his paper.
2. His mother, who had spent all her life adoring her son, died some years later.
3. We don't know what he did after he had raised the alarm.
4. If I may say so, the case will prove to be very interesting.
5. "You're not going anywhere until you've told me where he is hiding."
6. Lady Mary, who had kept to her room ever since, refused to add anything to her former testimony.
7. Without doubt, there is not a land on earth its equal.
8. After Mrs Wilbraham's necklace had been stolen, Sir Charles felt that he should pay her the value of it, which was a crazy thing to do.

8. After Mrs Wilbraham's necklace had been stolen Sir Charles felt that he should pay her the value of it which was a crazy thing to do.
9. Now now I'm sure you'll feel differently once you've slept over it said Jarndyce After all she is your mother.
10. Well of course one might say that they should have paid more attention.
11. Behind the house and across the road stretched extensive fields of golden corn.
12. Whatever you do in life do not start a law suit.
13. She was untruthful dishonest an evil influence.
14. Having served the full term of his sentence he was finally released.

9. "Now, now, I'm sure you'll feel differently once you've slept over it," said Jarndyce. "After all she is your mother."
10. Well, of course one might say that they should have paid more attention.
11. Behind the house and across the road stretched extensive fields of golden corn.
12. Whatever you do in life, do not start a law suit.
13. She was untruthful, dishonest, an evil influence.
14. Having served the full term of his sentence, he was finally released.

**Translate:**

1. Der Schulleiter nahm ihre Beschwerden sehr ernst.
2. Zweifelt irgendjemand ernsthaft an seiner Schuld?
3. Jessies Eltern wollen, dass sie Jura studiert.
4. Wer von euch ist dafür verantwortlich?
5. Sie trägt immer unglaublich hohe Absätze.
6. Du machst Witze – die Polizei sucht einen skrupellosen Mörder, der im Einklang mit der Natur lebt?
7. Das ist der aktuelle Stand der Dinge.
8. Sie schlug ihn brutal.
9. Er ist unglaublich gewissenhaft.
10. Das ist ungemein interessant.
11. Hat der Film ein Happyend?
12. Hast du schon die neuesten Nachrichten über den Banküberfall gehört?

13. Holden glaubt, dass die moderne Gesellschaft unglaublich korrupt geworden sei.
14. Glaubst du wirklich, dass er die Olympischen Spiele gewinnt?
15. Tom spielt schon seit Stunden Klavier.
16. Sonntags geht Ralph nie in die Kneipe.
17. Gehst du auch zu dem Konzert am nächsten Wochenende?
18. Kennst du dieses Stück von Shakespeare?
19. Die Mauer wurde zum Symbol für das geteilte Deutschland.
20. Edgar is the most scrupulous person I know.
21. Eventually they became friends.
22. Tim, you perfectly know that you mustn't do that.

**Key to the exercise**

1. The headmaster took their complaints very seriously.
2. Does anybody seriously doubt that he is guilty?
3. Jessie's parents want her to study law.
4. Which of you is responsible for this?
5. She always wears incredibly high heels.
6. You are joking – the police are looking for a callous murderer who lives in harmony with nature?
7. This is the current state of affairs.
8. She hit him brutally.
9. He is incredibly scrupulous/diligent.
10. This is immensely/tremendously interesting.
11. Does the film have a happy ending?
12. Have you already heard the latest news about the bank robbery?

13. Holden holds the view that modern society has become unbelievably corrupt.
14. Do you actually think that he will win the Olympics?
15. Tom has been playing the piano for hours.
16. Ralph never goes to the pub on Sundays.
17. Are you going to go to the concert next weekend, too? / Are you going to the concert next weekend, too?
18. Do you know this play by Shakespeare?
19. The Wall became a symbol of the divided Germany.
20. Edgar ist der gewissenhafteste Mensch, den ich kenne.
21. Schließlich wurden sie Freunde.
22. Tim, du weißt genau, dass du das nicht tun darfst.

In case you are insecure about the grammar, have a closer look at the cards focusing on these trouble spots.

## Assignment

Analyse how the author feels about Salisbury Cathedral.

"There is no doubt in my mind that Salisbury Cathedral is the single most beautiful structure in England and the close around it the most beautiful space. Every stone, every wall, every shrub is just right. It is as if every person who has touched it for seven hundred years has only improved it. I could live on a bench in the grounds. I sat on one now and gazed happily for a half hour at this exquisite composition of cathedral, lawns, and solemn houses. I'd have stayed longer except that it started to drizzle so I got up [...]. I wandered across the lawn to the cathedral. In the tragic event that you have never been there, I warn you now that Salisbury has long been the most money-keen of English cathedrals. I used to be pretty unsympathetic about ecclesiastical structures hectoring visitors for funds but then I met the vicar of the University Church of St. Mary the Virgin in Oxford and learned that its three hundred thousand

visitors between them deposit a miserly £ 8,000 in the collection boxes since which time I have mellowed considerably. But Salisbury, I must say, takes things a good step beyond what I would call discreet solicitation. Altogether, I counted nine separate types of contribution boxes between the admission booth and the gift shop. On top of that, you could hardly move through the nave without bumping into a display introducing the cathedral staff (there were smiling photographs of all of them as if this were a Burger King) or discussing the Church's voluntary work overseas. It was a mess. How long, I wondered, till you climb into an electric cart and are whirred through the 'Salisbury Cathedral Experience' complete with animatronic stonemasons and monks like Friar Tuck?"

(From: Bill Bryson, *Notes from a Small Island*, New York: Avon, 1997, pp. 86 f. - © 1995 by Bill Bryson. Reprinted by permission of HarperCollins)

## Notes

### Positive

- the single most beautiful structure in England, the close around it – the most beautiful space
- every person who ... has only improved it
- exquisite composition of cathedral, lawns, and solemn houses
- tragic not to have been there

### Answer

Main idea: The author's feelings about Salisbury Cathedral are definitely ambivalent. On the one hand he is captivated by the beauty of the cathedral and the grounds and buildings that surround it. In his eyes many people must have contributed to create this perfection over centuries. But even though he calls not having seen the cathedral "a tragic event", the author leaves no doubt that he resents the atmosphere prevailing in the interior of the cathedral. He may appreciate how difficult it is to maintain old buildings, yet he criticises the repeated appeals for money, and the information boards with its "advertising" seem to remind him of a commercial enterprise. Thus he finishes his description on a rather sarcastic note.

### Negative

- the most money-keen of English cathedrals
- nine separate types of contribution boxes between the admission booth and the gift shop
- a display introducing the cathedral staff or discussing the Church's voluntary work overseas

Rewrite these sentences: use main clause + subordinate clause or preposition + gerund or a participle construction to make them more interesting:

1. An old street sign hang over a shop, which sold candles. The sign told him that he was in Chickweed Alley.
2. We must fight global warming now or the consequences of a climate change will be devastating.
3. Turner did no longer paint what he saw, he translated scenes into a light-filled expression of his feelings.
4. The Magna Carta originated many of the world's fundamental democratic rights. It also included that of Habeas Corpus.
5. Mr Ashton appeared at once. He looked very grumpy. He saw who it was and his expression brightened.
6. Rosie thought that she had seen a spirit. It had hovered over the grave. She was frightened.

7. The scientist Professor Ian Wilmut has received a knighthood. He had led the team that created Dolly, the sheep.
8. We face the difficulties of today and tomorrow. I still have a dream.
9. Barry and Helen Davies are environmentally conscious. But they are not thinking of giving up either of their cars yet.
10. The landscape was covered in snow. It looked different.

### Key to the exercise

1. An old street sign hanging over a shop selling candles told him that he was in Chickweed Alley.
2. If we do not fight global warming now, the consequences of a climate change will be devastating.
3. Instead of painting what he saw, Turner translated scenes into a light-filled expression of his feelings.
4. The Magna Carta originated many of the world's fundamental democratic rights including that of Habeas Corpus.
5. Mr Ashton appeared at once looking very grumpy. But when he saw who it was, his expression brightened.
6. Having seen what she thought was a spirit hovering over a grave Rosie was terribly frightened.
7. The scientist Professor Ian Wilmut has received a knighthood for having created Dolly, the sheep. / The scientist Professor Ian Wilmut, who had led the team creating Dolly, the sheep, has received a knighthood.

8. Even though we face the difficulties of today and tomorrow, I still have a dream. / In spite of all the difficulties of today and tomorrow, I still have a dream.
9. Even if Barry and Helen Davies are environmentally conscious, they are not thinking of giving up either of their cars yet. / In spite of being environmentally conscious, Barry and Helen Davies are not thinking of giving up either of their cars yet.
10. Covered in snow the landscape looked different. / Since the landscape was covered in snow, it looked different.

## Tony Blair's valedictory speech

When giving his valedictory speech on September 26, 2006 Tony Blair addressed the members of his own party so he did not have to introduce himself:

"I'd like to start by saying something very simple.

Thank you.

Thank you to you, our party, our members, our supporters, the people who week in, week out do the work, take the flak but don't often get the credit. Thank you, the Labour party for giving me the extraordinary privilege of leading you these past 12 years.

I know I look a lot older. That's what being leader of the Labour party does to you."

In thanking the members of his party for their invariable support Blair follows a fixed pattern. His repeatedly and expressly doing so is more unusual and is clearly an attempt to captivate the audience and to secure its goodwill after relations between the party leader and the members of the party had been reputedly strained. His words betray an extraordinary

from the grass roots of society, an important aspect in the leader of a party which is committed to the welfare of the people.

"[...] Over the past 10 years Britain has invested more in our public services than any comparable nation in the world. From near the bottom in Europe to the average in a decade.

300,000 more workers, treble the money, 25% more pay in real terms and the largest ever hospital programme; that is an NHS being re-built not privatised.

Refurbishing or rebuilding every state secondary school in the country. 92,000 more classroom assistants, 36,000 more teachers, pay also up 17% in real terms. This isn't privatising state education; it's producing the best schools results ever."

In short, concise statements Blair lists the achievements of the Labour Party under his leadership: The enumeration illustrates the wide range of their efforts while the impressive figures seem to testify to the validity of the data.

amount of modesty while at the same time including a reference to his position as party leader thus clearly establishing his authority. And his humorous self-confession "I know I look a lot older" is, too, a subtle allusion to the workload and responsibility of a party leader.

"[...] It's usual after you thank the family, you thank your agent and yes I do want to thank him and through him the wonderful people of Sedgefield. When I went to Sedgefield to seek the nomination, just before the 1983 election, I was a refugee from the London-based politics of that time. I knocked on John Burton's door. He said 'Come in, but shut up for half an hour, we're watching the Cup Winners' Cup final.'"

The playful allusion to rhetoric conventions "It's usual after you thank the family, you thank your agent and yes I do want to thank him" emphasises that this gratitude is sincere and the little anecdote is to confirm what is implied by the language Blair uses: he comes

"[...] Peace in Lebanon is a defeat for terrorism. Action in Africa is a defeat for terrorism. What is happening now in the Sudan cannot stand. If this were in the continent of Europe we would act. Showing an African life is worth as much as a Western one – that would help defeat terrorism too."

When the speaker introduces a new aspect such as terrorism, the repetition of key words in simple sentences directs the focus on this idea. The speech ends with an appeal and on a very conciliatory note: "You're the future now. Make the most of it."

## Some Questions for Al Gore

*An Inconvenient Truth*, Gore's global-warming slide show turned hit film, is the third highest grossing documentary of all time. The following questions are taken from an interview published in the *Time Magazine*, December 4, 2006. The brief introduction to the interview ("Ten Questions for Al Gore") outlines the latest achievements of the former vice-president. Simultaneously, it aims at capturing the reader's interest by indicating that Al Gore is indeed still a person worth reading about.

1. "Can audiences expect more show-business credits in the future?"

While allowing the interviewee to talk about his personal plans, this question also implies recognition of his work and might also be designed to create a cooperative atmosphere.

4. "Your critics on the right say that with all your jet-setting, you don't live as carbon neutral as you preach."

The reference to the "critics on the right" might mitigate the criticism, yet this question is clearly meant to provoke.

The next two questions are again judgement questions: Gore was formerly vice-president of the USA, which lends an air of authority to his personal judgement. His personal opinion is interesting. The second question might also be interpreted as a subtle form of criticism: facing strong opposition in the Senate Clinton and Gore failed to submit the Kyoto Protocol to the Senate for ratification in 1997.

2. "There are many people who still doubt the science. Senator James Inhofe, head of the U.S. Senate's environmental committee, has condemned global-warming science as 'hoax'."

Though not a question in the strict sense, this statement gives Gore the opportunity to briefly explain why it is so difficult to convince people in the USA that global warming poses a real danger.

3. "In proposing a solution to this problem, you are asking people to change their lifestyles. How feasible is that?"

Questioning the feasibility of Gore's proposal that "people have to change their lifestyles" is a more challenging question: the interviewee has to prove his capability of making a sound judgement. It also provides a smooth transition to the next question which focuses on Gore's personal lifestyle.

5. "Soon there will be a new Democratic Congress in the U.S. Do you think it will seriously tackle this issue?"

6. "Should ratifying the Kyoto Protocol be a priority?"

The interview closes with this slightly provocative question concerning Gore's future plans:

7. "You have stated repeatedly that you are not currently planning to run for the U.S. presidency in 2008. Do you have a more creative denial?"

## Formal letters

Begin with:

Dear Sir or Madam

Dear Mr/Mrs/Ms Letterman  
*(If you do not know the name of the person you are writing to.)*

To whom it may concern

The following phrases might be useful to explain why you are writing:

- I am writing to ask / to express
- I am writing in reply / in response to / in reference to
- With reference to your advertisement

You might use one of these phrases in the final paragraph:

- I would be grateful if ...
- I look forward to hearing from you.

Close your letter with

- Yours truly
  - Yours sincerely
  - Yours faithfully
- (If you know the person's name and used it at the beginning.)*  
*(If you do not know the person's name and used "Dear Sir or Madam" at the beginning.)*

**Remember:** Do not use short forms such as *can't* or *don't*. Use formal style and formal language.

## A letter to the editor

- Begin with "Sir" or "Madam or Sir".
- In the first paragraph you should mention the article/programme you are responding to or the issue you want to comment on.
- Close the letter with your name and address.

## Informal letters

Begin with:

- Dear + the person's first name
- Hi

Close your letter with

- Love (from)                              Best wishes / All the best
- Lots of love                              Yours

*when writing to a close friend      when writing to other people*

Short forms such as *I'm*, *you don't* etc are perfectly acceptable.

Use colloquial language.

Consult a dictionary when in doubt. Some dictionaries also include information as to the appropriate layout.

## Discuss the following question:

Devolution – an outdated concept in today's globalised world?

### Introduction

- In the introductory statement, you should introduce the topic.

You might start with defining the terms (use your dictionary to do so):

**devolution:** the transfer of power to local authorities;

**to globalise:** affecting, operating around the whole world; used to emphasise that today everything is connected, interdependent.

- Then draw attention to the topicality of the issue: When the world leaders meet to discuss global issues in Heiligendamm this weekend, they do so out of an awareness that ...
- Use standard phrases such as:  
In the following I shall be concerned with the question if ...

### The main part of your essay might be structured like this:

- Topic sentence: **the pros**, e.g. When in 1997 a referendum was held in Scotland, an overwhelming majority of the Scottish people voted for the right to have their own parliament.
- 1<sup>st</sup> aspect, e.g. They now appreciate the fact that local politicians have a better understanding of people's concerns and worries.
- Example, e.g. Living in an area where industrial pollution is a serious problem might raise your awareness of environmental protection.
- Connective phrase + 2<sup>nd</sup> aspect
- Example (for more arguments see **9 Devolution**)
- Topic sentence: **the cons**, e.g. The critics, however, express their concerns about this system.
- 1<sup>st</sup> aspect, e.g. They feel that the local approach does not make any sense in today's globalised world, where industrial pollution does not stop at the borders of a country.
- Example

### State your personal opinion in the conclusion:

- Taking everything into consideration ...
- In conclusion ...
- To sum up ...

# A Review of Ian McEwan's *Atonement*

## Bibliographical data

Written by Ian McEwan, an acclaimed British author, *Atonement* was already published in 2002 by Vintage in London and was then turned into a film in 2007.

## Genre and topic

*Atonement* is a very complex novel: as the title implies the novel primarily deals with atonement, making amends for some wrong or injury. But it is also about innocence, discovering sexuality and attaining adulthood. Another main theme is art – literature – as a means of interpreting and exploring reality.

## Summary

Divided into four parts, the first chapter is set against the dense atmosphere of an English country house shortly before the outbreak of World War II. While Mr Tallis is spending most of the time working for the government and Mrs Tallis is indulging in bouts of migraine, their two daughters are in the grip of power-

Having been released from prison Robbie joins the army to find himself a part of the British retreat to Dunkirk. It is his love for Cecilia and her promise to wait for him, which sustains him while dragging along. In one of her letters she has told him that he might be cleared since her younger sister, having grown up and realising the extent of her guilt, wants to make up for her past mistake. But his nightmarish experience in war-ravaged France makes Robbie reflect: "What was guilt these days? It was cheap. Everyone was guilty, and no one was." (p. 261)

Deeply resentful of her mother's blind trust in an over-imaginative teenager Cecilia has broken with her family and has trained to become a nurse. Bryony embarks on the same career, driven by a sense of guilt. With the first wounded soldiers arriving, she hopes that nursing them can somehow atone for what she has done: "She thought too how one of these men might be Robbie, how she would dress his wounds without knowing who he was, and with cotton-wool tenderly rub his face until his familiar features emerged, and how he would turn to her with gratitude [...]." (p. 298)

The fictitious excerpt from her diary constitutes the fourth part of the novel. Bryony has become a writer after all. On coming back to the old place to celebrate her seventy-seventh birthday, meeting again some of

ful emotions: Cecilia, the older one, is trying to get to terms with her feelings for Robbie, the son of the Tallises' cleaning lady and once Cecilia's childhood friend. The two of them discover their mutual sexual attraction suspiciously watched by Cecilia's thirteen-year-old sister Bryony, who has found a vent for her creative imagination in writing and who is eager to perform a play which she has written for her brother Leo's homecoming. Some guests have arrived already. Since their parents' marriage is breaking apart, three cousins, two boys and a girl, are staying with the Tallises. Feeling unhappy and bossed over by the two girls the twins decide to run away. Search parties are formed; during the search Lola is sexually molested. Bryony claims to have seen Robbie, Cecilia's friend. Her false testimony and unfounded incriminations lead to Robbie's arrest.

her family, she reflects on what has happened: "There was a crime. But there were also the lovers. Lovers and their happy ends have been on my mind all night long. As into the sunset we sail. An unhappy inversion. It occurs to me that I have not travelled so very far after all, since I wrote my little play. Or rather, I've made a huge digression and doubled back to my starting place." (p. 370)

## Personal opinion

With the first part corresponding to the last and the second and the third part set against the backdrop of the war the composition is strictly structured. Yet this seemingly severe formalism is counterbalanced by the sheer complexity of the novel in which various narrative strands and diverse themes are interwoven. Initially the characters, too, seem to border on the stereotypical but through subtly exploiting different narrative techniques and exploring their inner motives McEwan gives them depth and the intensity of his descriptions render *Atonement* a work of compelling realism.

## Text

"The supreme embodiment of the idea of Britain is the country's royal family. [...] How far the country they led had changed became bruisingly clear with the sudden death of Charles's former wife, Princess Diana, in 1997. Still subscribing to a code of behaviour which abhorred displays of emotion, monarch and consort were almost the only individuals who did not grieve her death in a sentimental way. Much of the rest of this nation of supposed stiff upper lips traipsed to the florist, bought bunches of flowers and then laid them as close as possible to any building with which this uniquely privileged young woman had been associated. Soon the gates of Kensington Palace, Buckingham Palace, St. James's Park and the family home in Northamptonshire were

all but submerged under a sea of petals and plastic. They lit candles in jam jars [...]. They hung cards and photos on roadside railings and trees in the park, accompanied by scrawled messages. [...] And then, when the funeral came, the public lined the route of the cortège for mile after mile, throwing flowers at the coffin and, [...] popping the flashbulbs of their cameras for a photo for the family album."

(Jeremy Paxman, *The English – a Portrait of a People*, London: Penguin, 1999, pp. 240 f)

## Translation

Die absolute Verkörperung dessen, was Großbritannien darstellt, ist die Königliche Familie des Landes. [...] Doch wie sehr sich das Land, dessen Staatsoberhaupt die Königin ist, geändert hat, ist mit dem plötzlichen Tod von Prinz Charles' ehemaliger Gattin, Prinzessin Diana, 1997 auf schmerzliche Weise klargeworden. Da die Monarchin und ihr Gemahl an einem Verhaltenskodex festhalten, der die Zurschaustellung von Gefühlen verurteilt, sind die beiden fast die Einzigsten gewesen, die Dianas Tod nicht auf sentimentale Weise betrauerten. Der Rest dieser Nation, die angeblich immer Haltung bewahrt, ging zum nächsten Blumenladen, kaufte einen Strauß Blumen und legte ihn dann so nahe wie möglich an

einem Gebäude hin, das man mit dieser einzigartig privilegierten jungen Frau assozierte. Bald versanken die Tore von Kensington Palace, Buckingham Palace, der St. James Park und der Familiensitz in Northamptonshire in einem Meer von Blumenblättern und Kunststofffolien. Die Menschen zündeten Kerzen in Marmeladegläsern [...] an. Sie kritzeln Botschaften auf Karten und Fotos und hängten sie an Geländern längs der Straßen und an Bäumen im Park auf. Und dann – zum Zeitpunkt der Beerdigung – säumten sie Meile um Meile den Weg, den der Trauerzug nahm, warfen Blumen auf den Sarg und [...] schossen Blitzlichtfotos fürs Familienalbum.

## A Summary of Hemingway's *Old Man at the Bridge*

### Draft

Topic: the Civil War in Spain

Main points:

- An old man is sitting by the road while people are trying to cross the river over a bridge.
- The narrator has to explore the area ahead.
- When coming back the old man is still there.
- They begin a conversation: The man talks about his native town, there he looked after some animals. He had to leave since the enemy was advancing.
- The old man has no family.
- He does not care about politics.
- The narrator is waiting for the approach of the enemy.
- The old man is worrying about the animals after which he had looked.
- The narrator urges the old man to continue his journey.

### Summary

*Old Man at the Bridge* is a short story by Ernest Hemingway. Set during the time of the Spanish Civil War, it is about war and how it might affect the lives of ordinary people.

The story opens with an old man sitting by the road, too tired to go on while carts and people are crossing a bridge.

The narrator has to explore the area ahead. When coming back he finds that the old man is still there and so he starts to talk to him. In the ensuing conversation the man mentions his native town, where he was looking after some animals, which he had to leave behind since the enemy was advancing. Thus the old man, even though himself "without politics", has lost everything. He is clearly worried about the animals. Having no family, they were all he had.

While they are talking the narrator is alert, waiting for some signs notifying the approach of the enemy. Being aware that an attack is imminent, he urges the old man to go on.

The story ends on a very bitter note: stating that the only positive thing was the fact that some of the animals might survive and that the old man himself might be able to continue his journey even though he has nowhere to go.

In depicting how the weakest members of society (animals, an old man) become the innocent victims of a military conflict, Hemingway exposes the senseless cruelty of war.

We were first equal Mary and I  
with same coloured ribbons in mouse-coloured hair  
and with equal shyness,  
[...].

(From: Liz Lochhead, "The Choosing", in: *Dreaming Frankenstein & Collected Poems*, Edinburgh: Polygon, 1984, p. 151)

### Assignment A:

Twenty years later, Mary and Liz meet again. Write a short story in which you describe their encounter.  
(You are supposed to write a short story, so your text should contain some typical features, for instance you might begin without an introduction. You may choose the narrative perspective since nothing is said about the narrator.)

#### Some ideas:

Where do they meet?  
When do they meet?  
What do they look like now?  
How do they react?  
What do they talk about?  
What has changed?  
Do they go somewhere?  
  
Conclusion?

at the supermarket, a concert, the library, on the bus, ...  
a grey December morning, on the way home from work, during the rush hour  
still mouse-like, elegant, tired and exhausted, self-confident, ...  
happy, awkward, impatient, pleasantly surprised, ...  
their career, the past, future plans, their families, problems, ...  
Back then ..., now ...  
no/yes: a cafe, ...  
Tension: nothing more to say to each other?  
depressing, a reminder of dreams abandoned, will see each other again, ...

### Assignment B:

You were among the first Jamaican immigrants arriving on the *Empire Windrush* in 1948 to start a new life in Britain.  
On finding this photo you start to remember ...  
Write a diary entry in which you describe your sensations, recollections, etc.

- Since this is to be a personal account you have to adopt the perspective of a first-person narrator. Mention the date or find another way of indicating that this is to be a diary entry.
- Remember to describe "your sensations" and "your recollections".

#### Sensations on finding the photo:

Seeing the photo filled you with joy, longing, melancholy ... since it reminded you of ... You might begin by describing the situation which forms the background of your narrative: What were you doing when you found the photo?

#### Recollections:

dreams, hopes, fears, expectations, smell, sound, visual impressions

#### Some ideas:

your life in Jamaica, the situation on board of the Windrush, the journey, your arrival ... Create an identity. Describe your life.  
Find an appropriate conclusion to round the story off, for instance a personal reflection or comment.



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## **Macbeth – a classical tragedy**

Shakespeare's tragedies include a number of features described in Aristotle's work *The Poetics*. *Macbeth* is just a typical example insofar as

- it is mainly written in verse;
- Macbeth is a man "who is not eminently good and just" and his "misfortune is brought about not by vice or depravity, but by some error or frailty", namely his overwhelming ambition. Also, he is "one who is highly renowned and prosperous." (Aristotle, *The Poetics*)

Before Macbeth enters the stage, he is described as a noble warrior and loyal subject who is rewarded for his courage with the title "Thane of Cawdor".

Briefly afterwards Macbeth begins to contemplate eliminating those who stand between him and the crown. With the murder of Duncan Macbeth changes and even though he becomes king, his fortune changes, too. Aristotle regards "the change of fortune [...] from good to bad" as a vital element of a well-constructed plot. Thus Shakespeare's play falls into two parts, according to Aristotle namely complication which "extends from the beginning of the action to the part which marks the turning-point to good or bad fortune" (Macbeth's rise and his decision to kill Duncan) and the denouement or unravelling "which extends from the beginning of the change to the end" (Macbeth's fall and death).

## **Death of a Salesman – a "modern" tragedy**

In his literary essay *Tragedy and the Common Man* the American playwright Arthur Miller insists that the "common man is as apt a subject for tragedy [...] as kings were." In accordance with this theory, the dramatist describes the tragedy of Willy Loman, a travelling salesman, who finally commits suicide. Miller does no longer adhere to the clear structure of the classical play. The constant time shifts from present to past and back reflect the disturbed mind of the protagonist who cannot cope with reality.

## **An Ideal Husband – a "serious comedy"**

Oscar Wilde's play centres around a serious problem: Sir Robert Chiltern, a highly respected politician is blackmailed; a woman threatens to reveal that his wealth, to which he owes his fortune and his position, is founded on the selling of a cabinet secret. Thus Sir Roberts finds himself in a dilemma: to fulfil the blackmailer's demand, he would have to support a fraudulent scheme, thus losing his integrity and his wife who insists that he maintain his high moral principles. But if his secret is disclosed, this equally means his ruin.

In spite of its grave undertones and serious implications the play falls into the category of a social comedy. Although there is no doubt that the disputes about integrity and corruption are to be taken seriously, Wilde hardly ever fails to treat the subject with a certain degree of irony, as the following example from the beginning of Act II clearly shows:

LORD GORING: Is Lady Chiltern as perfect as all that?  
SIR ROBERT CHILTERN: Yes; my wife is as perfect as all that.  
LORD GORING (*taking off his left-hand glove*): What a pity.

The frequently flippant tone and the witty dialogues make the play highly amusing. Moreover, *An Ideal Husband* has a happy ending.

## Shakespeare's *Othello* – a classical tragedy

### Exposition

The play begins with Iago and Roderigo entering the stage. They are on their way to inform Desdemona's father about his daughter's secret marriage to "the moor". In the first act the main characters are introduced (Iago, Desdemona, Othello), and their relationships defined: we learn about Desdemona's deep love for Othello, but also about her father's outrage at this union in spite of Othello's high standing. Iago's hatred for and jealousy of Othello constitute the cause for conflict and the first act ends with Iago disclosing his malicious plans for destroying Othello.

### Rising action

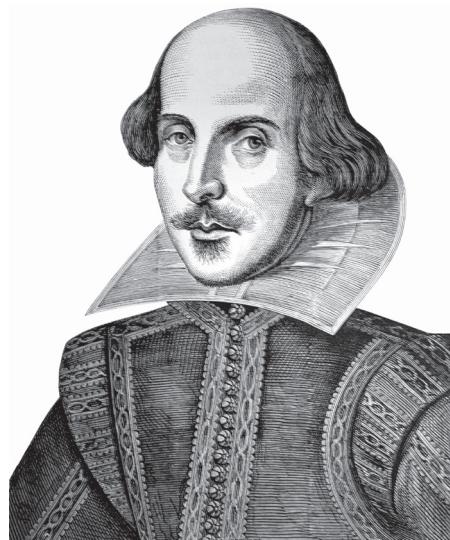
Iago does not hesitate to realise his plans: through his clever scheming, Cassio, Othello's lieutenant, is dismissed from office and Iago can persuade him to try to enlist Desdemona's help in regaining his former position. In a soliloquy Iago then outlines his next steps: he wants to arouse Othello's suspicion so that the moor will be jealous when Desdemona pleads for Cassio.

### Climax / turning-point

Through his subtle insinuations Iago can shake Othello's confidence in Desdemona and as Desdemona – blind to Othello's growing rage – insists on pleading Cassio's cause, the tension seems to become almost unbearable. Othello's worst suspicions are confirmed when Iago tells him that Desdemona has given a handkerchief, one of Othello's presents, to Cassio. He asks Iago to kill Cassio while he himself ponders about Desdemona's death:

[...] I will withdraw  
To furnish me with some swift means of death  
For the fair devil.

(*Othello* III,3,477–479)



First Folio engraving of Shakespeare

### Falling action

Events are inexorably leading to the final catastrophe: firmly convinced that Desdemona has been unfaithful, Othello can hardly control his temper any longer. His strange and even violent behaviour as well as Desdemona's sad song of "Willow" foreshadow her death.

### Solution

The final act brings about the catastrophe and Othello's downfall: just when Othello has killed his wife, Emilia, Desdemona's lady-in-waiting, reveals Iago's evil machinations. Realising that he is someone whose hand "[...] threw a pearl away / Richer than all his tribe" (*Othello* V,2,347f) Othello commits suicide while Iago is taken away to be punished.

## Different forms of poetry

### ■ The sonnet

A sonnet is a poem consisting of 14 lines and following a strict rhyme scheme. While the Italian sonnet usually comprises two parts, eight lines with the rhyme pattern *abbaabba* followed by six lines with the rhyme pattern *cdecde* or *cdcdcd*, Shakespeare for instance always used the rhyme scheme *abab cdcd efef gg*, as in his famous sonnet 18.

### ■ Limerick

This kind of poem is always comic and sometimes even absurd. It consists of five lines and has a distinctive rhyme and rhythm.

A smiling young lady of Riga  
Went out for a ride on a tiger.  
They came back from the ride  
With the lady inside,  
And the smile on the face of the tiger.

Shall I compare thee to a summer's day?	<i>a</i>
Thou art more lovely and more temperate:	<i>b</i>
Rough winds do shake the darling buds of May,	<i>a</i>
And summer's lease hath all too short a date.	<i>b</i>
Sometimes too hot the eye of heaven shines,	<i>c</i>
And often is his gold complexion dimm'd;	<i>d</i>
And every fair from fair sometimes declines,	<i>c</i>
By chance, or nature's changing course, untrimm'd:	<i>d</i>
But thy eternal summer shall not fade	<i>e</i>
Nor lose possession of that fair thou ow'st	<i>f</i>
Nor shall Death brag thou wand'rest in his shade	<i>e</i>
When in eternal lines to time thou grow'st.	<i>f</i>
So long as men can breathe or eyes can see,	<i>g</i>
So long lives this, and this gives life to thee.	<i>g</i>

### ■ Free verse

Free verse is poetry which is free from conventional elements such as rhyme or rhythm (e.g. Hugh MacDiarmid's poem "Perfect").

### ■ Concrete poetry

In concrete poetry the very shape of the poem reinforces the theme or the poem's arrangement itself makes a picture as in Ian Hamilton Finlay's "Wave/Rock" (from: I. H. Finlay, *Poems to Hear and See*, New York: The Macmillan Company / London: Collier-Macmillan Ltd., 1971, no page numbers. - © Ian Hamilton Finlay, 1971).

The image displays a series of words arranged in a wavy, undulating pattern. The word 'wave' is written in orange, with each letter slightly offset to create a sense of motion. The word 'rock' is written in a dark grey, also in a similar wavy arrangement. The overall effect is a visual representation of the words themselves, fitting the theme of concrete poetry where the form conveys the meaning.

Example:

### A fable: The Wolf and the Lamb

While lapping water at the head of a running brook, a wolf noticed a stray lamb some distance down the stream. Once he made up his mind to attack her, he began thinking of a plausible excuse for making her his prey.

"Scoundrel!" he cried, running up to her. "How dare you muddle the water that I am drinking?"

"Please forgive me," replied the lamb meekly, "but I don't see how I could have done anything to the water since it runs from you to me, not from me to you."

"Be that as it may," the wolf retorted, "but you know it was only a year ago that you called me many bad names behind my back."

"Oh, sir," said the lamb, "I wasn't even born a year ago."

"Well," the wolf asserted, "if it wasn't you, it was your mother, and that's the same to me. Anyway, it's no use trying to argue me out of my supper."

And without another word, he fell upon the poor helpless lamb and tore her to pieces.

**Moral: A tyrant will always find a pretext for his tyranny. So it is useless for the innocent to seek justice through reasoning when the oppressor intends to be unjust.**

From *Aesop's Fables*, selected and adapted by Jack Zipes  
London: Penguin Books, 1996, p. 18

### Typical features of a fable:

- animals as characters: in this fable, a lamb and a wolf
  - Character traits typically associated with lambs: these animals are often regarded as innocent, but also naive.
  - Character traits typically associated with wolves: in Aesop's fables the wolf is often presented as greedy and cruel.
  - In accordance with this stereotype, the lamb in this narrative is so naive that it tries to reason with the wolf who is intent on killing the lamb and only tries to find a pretext in order to do so.
- A moral summarises the message of the narrative at the end:
  - The moral does not leave a doubt who the wolf represents: a tyrant, an oppressive, harsh, arbitrary ruler. The wolf is determined to attack the lamb for no particular reason, he does not even seem to be particularly hungry. He just appears to enjoy the act of senseless brutality since he tears the lamb to pieces.  
In establishing the parallel between the wolf and someone who simply enjoys abusing his power the story suggests that trying to argue with such a person is completely useless. Thus, the fable does not only criticise the injustice of oppressors but also people who – like the lamb – are too naive to realize that in some situations you might have to fight rather than to appeal to someone's sense of justice or fairness.

*Old Man at the Bridge* by Ernest Hemingway is a typical short story. It begins like this:

"An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.

It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

'Where do you come from?' I asked him.

'From San Carlos,' he said, and smiled.

That was his native town and so it gave him pleasure to mention it and he smiled.

'I was taking care of animals,' he explained.

The opening lines of Hemingway's *Old Man at the Bridge* certainly include some features which are typical of a short story:

- The story begins abruptly – without any introduction – with a brief description of an old man sitting by the bridge.
- There is only one more character mentioned – the narrator.
- These two are not described in detail.

Since the town of San Carlos and the Ebro Delta are mentioned and the narrator refers to "the enemy" one might assume or draw the conclusion that the story is set against the backdrop of the Spanish Civil War. So the author concentrates on one crucial scene, in this case presumably war.

'Oh,' I said, not quite understanding.

'Yes,' he said, 'I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos.' He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, 'What animals were they?'

'Various animals,' he said, and shook his head. 'I had to leave them.'

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there."

(From: *The Complete Short Stories of Ernest Hemingway*, New York: Simon & Schuster, 1998, p. 57. – © 1987 by Simon & Schuster Inc.)

Comprising 18 chapters *Brave New World* by Aldous Huxley is undoubtedly a novel. The title is taken from Shakespeare's play *The Tempest* V,1,181–184:

How many goodly creatures are there here!  
How beautious mankind is! O brave new world,  
That has such people in't!

The characters in Huxley's work, however, are not necessarily "goodly creatures" and the "new world" is not an ideal community.

## The setting

*Brave New World* is a novel of Utopia, a novel of a place which does not exist: the story opens in a London of the future, in 632 A.F., with A.F. standing for "after Ford", since – according to Huxley – the entrepreneur's introduction of mass production marked the beginning of a new era. In Huxley's novel, Ford has taken the place of God and human beings are "mass-produced" in a process of in-vitro fertilization. This sterile environment stands in total contrast to life on

Other characters seem to primarily represent abstract ideas:

- Helmholtz Watson is the perfect embodiment of an Alpha-Plus, the highest caste in *Brave New World*. His deep longing to write something really important marks Helmholtz as a nonconformist.
- As a specialist in hypnopaedia (sleep-teaching), a non-violent form of manipulation, Bernard Marx is responsible for instilling appropriate moral attitudes and standard behavioural codes. Yet he himself is physically unattractive, which is highly unusual in a member of the elite of the brave new world. Since he seems to be different, Bernard feels isolated and finds it difficult to adjust to the prescribed patterns of behaviour.

the savage reservation, which represents a primitive, original, but also barbarous world.

## The characters

These opposing concepts are illustrated by various characters in the novel:

- Lenina Crowne, for instance, is the perfect product of the system.
- Having grown up on the reservation, John the Savage is naturally influenced by the rites and beliefs of the Indian culture.

The detailed descriptions of the setting as well as the characters account for the length of the narrative.

Simultaneously this gives room to develop and explore abstract and frequently opposing concepts such as

- individual freedom and the totalitarian state,
- behaviourism and media control,
- science and technology, in particular genetic engineering and biotechnology,
- drugs and euthanasia.

Huxley has created a **dystopia** (an imaginary place where everything is as bad as it can be) in representing and discussing these thematic aspects. Thus *Brave New World* is often regarded as a very complex and highly theoretical novel of ideas.

## PAPERBACKS: Fiction

### 1. **Nights of Rain and Stars (Maeve Binchy)**

Tragedy unites four strangers escaping their woes in a Greek village.

### 2. **The Da Vinci Code (Dan Brown)**

Harvard professor must decipher the clues to a Louvre curator's murder.

### 3. **Angels and Demons (Dan Brown)**

Religion collides with science in the secretive Vatican underworld.

## CHILDREN'S

### 1. **Harry Potter and the Half-Blood Prince (J. K. Rowling)**

Escalating feud with Voldemort leads to a death.

### 2. **How I Live Now (Meg Rosoff)**

American girl learns to fend for herself in post-apocalyptic Britain.

### 3. **Harry Potter and the Order of the Phoenix (J. K. Rowling)**

Paperback edition of the hardback that sold 3.4 million copies

Undoubtedly, J. K. Rowling has created one of the most successful series so far: her last book about Harry Potter sold 15 million copies worldwide in only 25 hours.

Harry attends "Hogwarts School of Witchcraft and Wizardry", and with each book covering one school year, Rowling follows the tradition of boarding school novels while simultaneously conjuring up a world full of magic where people can transform into animals and use owls to send letters. Each year Harry has to fight Voldemort, the Dark Lord, who has killed his parents. After six sequences full of suspense the battle against the evil forces is finally won.

## Ladies in crime



Margaret Rutherford as Miss Marple  
© Picture-Alliance, Frankfurt / M. / KPA

Agatha Christie's play *The Mousetrap* allegedly still holds the record for the longest running show, but Agatha Christie became best renowned for her murder mysteries, classical whodunits, featuring eccentric Hercule Poirot, the detective from Belgium, and the charming elderly Miss Marple with her profound knowledge of human nature. Particularly the stories which centre around Miss Marple are often set against the backdrop of an idyllic country house atmosphere, which suddenly becomes the scene of crime. Relentless in her pursuit of a murderer the seemingly "fluffy" Miss Marple invariably detects the perpetrator. Numerous stories have been adapted for television, for instance starring Peter Ustinov as Hercules Poirot or Margaret Rutherford as Miss Marple.

Donna Leon is an American author who has spent much of her life abroad. The scrupulous integrity of the Venetian Commissario Guido Brunetti stands in contrast to the corruption which he encounters everywhere. With her vivid descriptions Leon evokes the charm of Venice as she follows Brunetti through the streets of the city. Yet the author has also been criticised for resorting to clichés too often.

## Example A: a first-person narrator

In fact, during my first days under Mr Farraday, I was once or twice quite astounded by some of the things he would say to me. For instance, I once had occasion to ask him if a certain gentleman at the house was likely to be accompanied by his wife. "God help us if she does come," Mr Farraday replied.

[...]

For a moment or two, I had not an idea what my employer was saying. Then I realized he was making some sort of joke and endeavoured to smile appropriately, [...].

Over the following days, however, I came to learn not to be surprised by such remarks from my employer, and would smile in the correct manner whenever I detected the bantering tone in his voice. Nevertheless, I could never be sure exactly what was required of me on these occasions.

(From: Kazuo Ishiguro, *The Remains of the Day*, London: Faber and Faber, 1989, p. 15)

## Example B: a detached third-person narrator

No one who had ever seen Catherine Morland in infancy, would have supposed her born to be a heroine. [...] She was fond of all boys' plays, and greatly preferred cricket not merely to dolls, but to the more heroic enjoyments of infancy, nursing a dormouse, feeding a canary bird, or watering a rose-bush. Indeed she had no taste for a garden; and if she gathered flowers at all, it was chiefly for the pleasure of mischief – at least so it was conjectured from her always preferring those which she was forbidden to take. – Such were her propensities – her abilities were quite as extraordinary. She never could learn or understand any thing before she was taught; and sometimes not even then, for she was often inattentive, and occasionally stupid.

(From: Jane Austen, *Northanger Abbey*, Harmondsworth: Penguin, 1972, p. 37)

- The first-person narrator, who refers to himself as "I", has a limited perspective: he relates events as he experienced them without pretending to understand what the other characters, for instance his employer Mr Farraday, were thinking.
- In fact the narrative perspective reveals his insecurity since he finds himself now in a new situation and does not know how to respond.
- Thus the narrative perspective reflects the protagonist's difficulty to adapt in a rapidly changing society in which all his previous patterns of behaviour are constantly challenged.

- The narrator refers to the heroine with "she" or her name.
- In using this narrative perspective the author creates a certain distance: with cool detachment the narrator describes the various shortcomings of Catherine Morland, who seems to lack all the important qualities the reader has come expect in the romantic heroine of that time. Instead, she is almost exactly the opposite of this stereotype.
- The narrative perspective enforces the obvious irony with which the author satirises the over-sentimental descriptions of this literary genre.

## Motif in Arthur Miller's play

### *Death of a Salesman*

The American Dream is one of the central themes in *Death of a Salesman*. Willy Loman, a mediocre salesman, dreams of success but it is his brother Ben who "has made it": "That man was a genius, that man was success incarnate." (A. Miller, *Death of a Salesman*, Stuttgart: Klett, 2001, p. 28) While Ben embodies success, Willy is a low-man, a failure. To escape from reality, he often retreats into a dream-like state lost in his memories of Ben. Often carrying a valise and an umbrella (pp. 31, 60) Ben is/was clearly a widely-travelled man. His appearances on stage invariably follow a fixed pattern:

- Idyllic music can be heard, which is referred to as "Ben's music" in the stage directions (pp. 31, 60).
- Ben never has time, always having to catch a train or a ship thus he is a constant reminder of the passing of time.
- The words "When I was seventeen I walked into the jungle, and when I was twenty-one I walked out. [...] And by God I was rich" (p. 33) are a phrase repeated whenever Willy thinks of his brother.

Together these elements form a recurrent motif highlighting the differences between the two brothers and exploring and varying the theme of the American Dream.

## Themes in Aldous Huxley's novel

### *Brave New World*

Since *Brave New World* is a novel of ideas Aldous Huxley discusses a number of themes in exploring abstract concepts such as

- science and technology
- experimenting with human embryos and genetic engineering
- mass production and consumerism
- totalitarianism: stability and the freedom of the individual
- propaganda
- conditioning human beings
- advertising
- drugs
- love and sexual satisfaction.

## **Round and flat characters in *Pride and Prejudice* by Jane Austen**

**Elizabeth Bennet** and **Fitzwilliam Darcy**, the two protagonists, are complex personalities even though each of them seems to embody one of the qualities in the title: at the beginning Darcy's most striking character trait is his pride while Elizabeth is easily prejudiced. But the two characters change in the course of the narrative and so do their feelings for each other.

As the story unfolds, Elizabeth has to acknowledge that first impressions might be wrong:

Darcy has learned to correct his pride:  
“I have been a selfish being all my life, in practice, though not in principle. As a child I was taught what was right, but I was not taught to correct my temper. I was given good principles, but left to follow them in pride and conceit. Unfortunately an only son, (for many years an only child) I was spoilt by my parents, who though good themselves, (my father particularly, all that was benevolent and amiable,) allowed, encouraged, almost taught me to be selfish and overbearing, [...] such was I from eight to eight and twenty; and such I might still have been but for you, dearest, loveliest Elizabeth. What do I not owe you. You taught me a lesson, hard indeed at first, but most advantageous. By you I was properly humbled.” (*Pride and Prejudice*, p. 377)

**Mrs Bennet** and **Mr Collins**, by contrast, are almost stock characters. Vulgar and lacking any finer qualities Mrs Bennet is only interested in marrying off her daughters as advantageously as possible: “The business of her life was to get her daughters married.” (p. 53) When Lydia, one of her daughters, elopes, she is full of “tears and lamentations [...] and complaints of her own sufferings and ill usage; blaming everybody but the person to whose ill judging indulgence (namely herself) the errors of her daughter must be principally

“[...] and the evening, though as it passed it seemed long enough to determine her feelings towards one in that mansion; and she lay awake two whole hours, endeavouring to make them out. She certainly did not hate him. No; hatred had vanished long ago, and she had almost long been ashamed of ever feeling a dislike against him, that could be so called. The respect created by the conviction of his valuable qualities, though at first unwillingly admitted, had for some time ceased to be repugnant to her feelings [...].”

(From: Jane Austen, *Pride and Prejudice*, Harmondsworth: Penguin, 1972, p. 284)

owing.” (p. 303) But as soon as Lydia is married, “no sentiment of shame gave a damp to her triumph. The marriage of a daughter, which had been the first object of her wishes [...] was now on the point of accomplishment.” (p. 323)

Mr Collins is a pompous sycophant, a “mixture of pride and obsequiousness, self-importance and humility” (p. 303). On learning that Miss Jane Bennet, who had been his “settled choice” as wife was soon to be engaged, he “had only to change from Jane to Elizabeth – and it was soon done – done while Mrs Bennet was stirring the fire.” (p. 303) In his pompous self-assurance the thought that the lady of his choice might not return his feelings never occurs to him. At the same time his respect for rank fills him with a feeling of veneration for his patroness Lady Catherine de Bourgh.

## Explicit and implicit characterisation in *Pride and Prejudice* by Jane Austen

In Jane Austen's novel *Pride and Prejudice* a combination of explicit and implicit characterisation is used so that the reader has to be alert to the difference between appearance and reality.

Some descriptions are quite straightforward. For instance Mr Bennet is portrayed as "so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three and twenty years had been insufficient to make his wife understand his character." (Jane Austen, *Pride and Prejudice*, Harmondsworth: Penguin, 1972, p. 64)

And in one of the first chapters the author explicitly describes Mr Darcy as "[...] clever. He was at the same time haughty, reserved, and fastidious, and his manners, though well bred, were not inviting." (p. 64) Darcy indeed has to learn to correct his pride, but when Wickham, another character, accuses Darcy of "scandalous" behaviour "[...] the late Mr Darcy [i.e. Mr Darcy's father] bequeathed me [...] the living [...] and [...]

this living was given to another man [by Darcy] [...]." (p. 124)

These allegations prove to be false and the reader learns that it was Wickham himself who "has turned out very wild." (p. 268)

Yet at the beginning the heroine Elizabeth Bennet trusts Wickham and the reader is inclined to do so, too, and it is only later that one realises that actually there are quite a number of clues pointing to Wickham's depravity:

- Although he boasts that he has nothing to fear from Mr Darcy, he avoids meeting him.
- He elopes with Elizabeth's sister.
- Apart from owing a good deal of money he also has "debts of honour" (i.e. gambling debts).

These actions indirectly confirm Mr Darcy's account of Wickham.

## Explicit and implicit characterisation in *An Ideal Husband* by Oscar Wilde

In a play such as *An Ideal Husband* by Oscar Wilde some characters are often explicitly described and discussed by others, but the stage directions, too, may contain a detailed and direct description of some figures.

Before Lord Goring, one of the protagonists, appears on stage, his father calls him a "good-for-nothing" who "leads [...] an idle life." (Oscar Wilde, *An Ideal Husband*, ed. by Russell Jackson, London: A & C Black Publishers, 1993, p. 9).

This impression seems to be confirmed when Lord Goring insists on playing the role of the dandy:

- "I am very selfish." (p. 21)
- "I love talking about nothing, father. It is the only thing I know anything about." (p. 23)

In the stage directions it says that Lord Goring is "Thirty-four, but always says he is younger. A well-bred, expressionless face. He is clever, but would not like to be thought so. A flawless dandy, he would be annoyed if he were considered romantic. [...] He is fond of being misunderstood. It gives him a post of vantage." (p. 20)

And actually, in spite of his often flippant tone Lord Goring reveals himself as a man of high moral standards:

- "You should have told your wife the whole thing. [...] no man should have a secret from his own wife." (p. 49)
- "Robert, how could you have sold yourself for money?" (p. 52)

Thus he proves to be a trustworthy and valuable friend.

## Example

The violent explosion [...] came from a motor car which had drawn to the side of the pavement precisely opposite Mulberry's shop window. [...] And there the motor car stood, with drawn blinds, and upon them a curious pattern like a tree, Septimus thought, and this gradual drawing together of everything to one centre before his eyes, as if some horror had come almost to the surface and was about to burst into flames, terrified him. The world wavered and quivered and threatened to burst into flames. It is I who am blocking the way, he thought. Was he not being looked at and pointed at; was he not weighted there, rooted to the pavement, for a purpose? But for what purpose?

"Let us go on, Septimus," said his wife, a little woman, with large eyes in a sallow pointed face; an Italian girl.

But Lucrezia herself could not help looking at the motor car and the tree pattern on the blinds. Was it the Queen in there - the Queen going shopping?

The chauffeur, who had been opening something, turning something, shutting something, got on to the box. "Come on," said Lucrezia. But her husband, for they had been married four, five years now, jumped, started, and said, "All right!" angrily, as if she had interrupted him. People must notice; people must see. People, she thought, looking at the crowd staring at the motor car; the English people, with their children and their horses and their clothes, which she admired in a way; but they were "people" now, because Septimus had said, "I will kill myself"; an awful thing to say. Suppose they had heard him? She looked at the crowd. Help, help! She wanted to cry out to butchers' boys and women. Help! Only last autumn she and Septimus had stood on the Embankment wrapped in the same cloak and, Septimus reading a paper instead of talking, she had snatched it from him and laughed in the old man's face who saw them! But failure one conceals. She must take him away into some park.

(From: Virginia Woolf, *Mrs Dalloway*, London: Penguin, 1996, pp. 16 ff)

- The story is told by an omniscient narrator with the focus in this passage on Septimus Warren Smith and his wife Lucrezia.
- But Woolf combines this narrative perspective with the technique of "stream of consciousness" when juxtaposing Septimus's perceptions to a description of his inner confusion and bewilderment: "It is I who am blocking the way, he thought. Was he not being looked at and pointed at; was he not weighted there, rooted to the pavement, for a purpose? But for what purpose?"
- The use of stream of consciousness underlines Septimus's internal disorientation: his life seems to have lost all sense of purpose.
- The focus shifts to Lucrezia, his wife. She, too, is described by the third-person narrator, who adopts her point of view when narrowing his perspective: "People must notice; people must see. People, she thought, looking at the crowd staring at the motor car [...]." A chasm seems to have opened up between her and the "people" since her husband stating that he would commit suicide. This sentence seems to stand like a barrier between her and those people whose lives consist of children, clothes and horses.
- The use of stream of consciousness gives the reader insight into Septimus's inability to respond to his environment while simultaneously providing an intense understanding of Lucrezia's helplessness and despair at having to get to terms with her husband's depression. Only seven words pass between the couple in the whole passage since Septimus seems to be trapped in his inner self, resenting Lucrezia's efforts to engage him. The couple's emotions and thoughts are described in the remaining parts and thus the narrative technique reflects Septimus's and Lucrezia's inability to communicate with and to relate to each other, which heightens the sense of individual isolation.

## Example A

"During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was – but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. [...] I looked upon the scene before me – upon the mere house, and the simple landscape features of the domain – upon the bleak walls – upon the vacant eye-like windows – upon a few rank sedges – and upon a few white trunks of decayed trees – with an utter depression of soul [...]."

(From: Edgar Allan Poe, *The Fall of the House of Usher*, in: *Selected Tales*, Oxford: Oxford University Press, 1980, p. 62)

The time, a late afternoon in autumn, and the place, a solitary part of the country, establish the setting, but the season (autumn) and the time of the day (late afternoon, early dusk) simultaneously convey an impression of decline while the strange solitariness of this region is explicitly mentioned.

This feeling is reinforced by the use of words such as "dull", "dark", "oppressive", "melancholy", "bleak", "decayed" (to name but a few) which evoke a gloomy atmosphere, which is enhanced by the imagery: "the clouds hung oppressively low" and "eye-like windows" seem to be watching the solitary traveller. Thus setting and atmosphere create a sense of foreboding and a sense of doom.

## Example B

"To pass between lodges of a modern appearance, to find herself with such ease in the very precincts of the abbey, and driven so rapidly along a smooth, level road of fine gravel, without obstacle, alarm or solemnity of any kind, struck her as odd and inconsistent. She was not long at leisure however for such considerations. A sudden scud of rain driving full in her face, made it impossible for her to observe any thing further, and fixed all her thoughts on the welfare of her new straw bonnet: – and she was actually under the Abbey walls, was springing, with Henry's assistance, from the carriage, was beneath the shelter of the old porch, and had even passed on to the hall, where her friend and the General were waiting to welcome her [...]. An abbey! – yes, it was delightful to be really in an abbey! – "

(From: Jane Austen, *Northanger Abbey*, Vol. II, Chapter V, Oxford: Oxford University Press, 1998, p. 127f)

An old abbey, constitutes the setting of this scene, which takes place at the end of a long journey and thus probably at the end of the day.

And yet the mood is far from being gloomy: words such as "modern", "smooth", "level", "fine" underline that in spite of the setting – a Gothic abbey – the environment in which the heroine finds herself is that of a well-preserved, comfortable country estate and instead of inspiring a sense of foreboding the abbey provides shelter from the rain. The rain itself does not symbolise dark forces either and the heroine is only concerned about her new straw bonnet.

Rather than using setting and atmosphere as a means of enforcing a sense of foreboding as it was all too often done in Gothic fiction, the author deliberately chooses this setting to satirise these novels in which place (an old castle or an old abbey), time (the end of the day) as well as the weather (raging storms) have become stock elements to evoke a gloomy atmosphere. The effect is enhanced by Austen's humorous play with bathos when the heroine's thoughts are solely fixed on the welfare of her new straw bonnet.

## Scenic presentation in Hemingway's *Old Man at the Bridge*

There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther. [...]

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there.

"What animals were they?" I asked.

"There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons."

"And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank.

"No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others."

(Ernest Hemingway, *The Complete Short Stories*, New York: Simon & Schuster, 1998, p. 57 f. – © 1987 by Simon & Schuster Inc.)

The story begins with a close description of the scenery thus setting the scene for the brief exchange between the old man and the narrator. By constantly referring to slight changes in the scene as the story continues – there are fewer carts, less people – the author conjures up a vivid picture of refugees trying to flee while the enemy is advancing. This lends a note of urgency to the need to escape, which is underlined by the narrator

being on the alert for the enemy while conversing with the old man. The description of the setting resembles the stage directions in a play, forming the backdrop for the dialogue which could be used as a film script. Thus the brief meeting might be easily adapted and turned into a play or a film. Here scenic presentation is used as a means of engaging the reader by creating a sense of immediacy and intensity.

## Panoramic view in Hemingway's *A Very Short Story*

He went to America on a boat from Genoa. Luz went back to Pordenone to open a hospital. It was lonely and rainy there, and there was a battalion of *arditi* quartered in the town. Living in the muddy, rainy town in the winter, the major of the battalion made love to Luz, and she had never known Italians before, and finally wrote to the States that theirs had been only a boy and girl affair. She was sorry, and she knew he would probably not be able to understand, but might some day forgive her, and be grateful to her and she expected, absolutely unexpectedly, to be married in the spring. She loved him as always, but she realized now it was only a boy and girl love. She hoped he would have a great career, and believed in him absolutely. She knew it was for the best.

The major did not marry her in the spring, or any other time. Luz never got an answer to the letter to Chicago about it.

(Ernest Hemingway, *The Complete Short Stories*, New York: Simon & Schuster, 1998, p. 108. – © 1987 by Simon & Schuster Inc.)

While the letter announcing the end of a love affair is rendered in detail, the narrator gives a condensed account of those circumstances which led to the breakup of the relationship and the way this letter changed the lives of the two lovers. Using panoramic

view which usually creates a sense of distance seems to contrast with the emotional impact at first and yet it is the seemingly detached and sober tone which adds intensity to the sense of loss and personal tragedy.

### **Example A: Virginia Woolf, *Mrs Dalloway***

The beginning of the novel follows Mrs Dalloway as she is on her way to the florist's, reminiscing about a man whom she had once loved.

"[...] and then the horror of the moment when some one told her at a concert that he has married a woman met on the boat going to India! Never should she forget all that. Cold, heartless, a prude, he called her."

(Virginia Woolf, *Mrs Dalloway*, London: Penguin Popular Classics, 1996, p. 10)

In this passage the flashback is intricately combined with the stream of consciousness technique (cf. **76 Stream of Consciousness**). Exploring Mrs Dalloway's mind also provides deeper insight into her past while the recollection of her former lover's words includes a different perspective of the main character.

### **Example B: Arthur Miller, *Death of a Salesman***

Struggling on a low income and finding it increasingly difficult to cope with the strain of constant travelling, Willy Loman, the main character in *Death of a Salesman*, asks his employer for a different job and a salary increase. But the scene culminates in Willy's dismissal. Left alone, Willy's thoughts wander back to the past when in an equally difficult situation his brother Ben came to see him, offering him a job and thus opening up exciting possibilities. Later he reflects on the past in more general terms:

WILLY: Oh, Ben, how do we get back to all the great times? Used to be so full of light, and comradeship, the sleigh-riding in winter [...]. And always some kind of good news coming up, always something nice coming up ahead. [...]

(Arthur Miller, *Death of a Salesman*, Stuttgart: Reclam, 1984, p. 137)

- When performing the play, the shift in time is indicated by music which also creates a dreamlike atmosphere.
- The flashback shows Willy as a man who was already torn between a dreary reality and his dream of a better life in the past.
- Being unable to cope with his problems from which there seems to be no escape, Willy is increasingly caught in the past.

## Mark Antony's funeral speech for Julius Caesar

Here, under leave of Brutus and the rest  
(For Brutus is an honourable man,  
So are they all, all honourable men),  
Come I to speak in Caesar's funeral.  
He was my friend, faithful and just to me;  
But Brutus says he was ambitious,  
And Brutus is an honourable man.  
He hath brought many captives home to Rome,  
Whose ransoms did the general coffers fill;  
Did this in Caesar seem ambitious?

(William Shakespeare, *Julius Caesar* III,2,81-90)

At the beginning Mark Antony's words appear to be sincere enough: when he calls Brutus noble, stressing that Brutus is an honourable man, he seems to share the appreciation of the crowd, who celebrate Brutus for having liberated Rome from a dictator. He then slowly forces them to question their previous understanding of the situation when asking: "Did this in Caesar seem ambitious?"

In revealing the contradiction between Brutus' seemingly unfounded accusation and Caesar's real achievements it becomes obvious that Mark Antony's words are highly ironic. With his subtle use of irony, Mark Antony manipulates public opinion.

## A literary description

"No one who had ever seen Catherine Morland in her infancy, would have supposed her born to be a heroine. Her situation in life, the character of her father and mother, her own person and disposition, were all equally against her. Her father was a clergyman, without being neglected, or poor, and a very respectable man [...] and he was not in the least addicted to locking up his daughters. Her mother was a woman of useful plain sense, with a good temper, and, what is more remarkable, with a good constitution. She had three sons before Catherine was born; and instead of dying in bringing the latter into the world, as anybody might expect, she still lived on [...]."

(From: Jane Austen, *Northanger Abbey*, Vol. I, Chapter I, Oxford: Oxford University Press, 1998, p. 1)

- Irony may also be based on the contrast of what is expected and what actually is.
- In introducing a heroine who is exactly the opposite of the stereotypical female in the romantic novel Jane Austen mocks the literary conventions of her time.

### Example A: a play

After Macbeth has murdered Duncan Lady Macbeth makes a cruel pun when saying: "If he do bleed, / I'll gild the faces of the grooms withal, / For it must seem their guilt." (Shakespeare, *Macbeth* II,2,52–54)

This absolute control of language in the face of the terrible deed reflects Lady Macbeth's cool unscrupulousness while simultaneously establishing the connection between "gild" which implies that something is covered with a thin layer of gold for instance a crown and "guilt", which denotes responsibility for a crime. Thus Macbeth becoming king is closely linked to the murder with the pun suggesting that the gold of the crown could only be obtained through shedding Duncan's blood.

### Example B: a novel

Always mischievous, the twins Fred and George Weasley in *Harry Potter* have a reputation for their absolute refusal to take anything seriously. His sense of humour does not leave George even when his ear is severed in a chase, leaving a hole in his head. Asked by his mother how he feels, he answers: "Saint-like," [...]. "You see [...] I'm holy. Holey [...]." (J. K. Rowling, *Harry Potter and the Deathly Hallows*, London: Bloomsbury, 2007, p. 67) The pun demonstrates George's determination not to be easily intimidated but his play on words also includes a subtle allusion to the fact that he was wounded when trying to help Harry escape since his willingness to risk his life in the fight against the powers of evil makes him a martyr and thus "saint-like".

### Example C: a poem

Thomas Hood (1799–1845) was often criticised for using too many puns, even in contexts in which his humour was regarded as inappropriate. The following lines from his poem "A Waterloo Ballad" are an example of his play on words:

This very night a merry dance  
At Brussels was to be; –  
Instead of opening a ball,  
A ball has open'd me.

(*The Complete Poetical Works of Thomas Hood*,  
ed. by Walter Jerrold, Westport: Greenwood, 1980, p. 279)

Thomas Hood exploits the double sense of the word "ball" which might denote a social event but which can also stand as an abbreviation for the word cannonball. Thus in spite of its comic effect the pun on the word "ball" effectively highlights the contrast between the idle life of British society with their elegant parties and balls even during the time of the Napoleonic wars and the suffering of the soldiers wounded in battle by artillery fire.

## Example A: a speech

"The Europeans have gone too far. They are now threatening the British sausage. They want to standardise it – by which they mean they'll force the British people to eat salami and bratwurst and other garlic-ridden greasy foods that are totally alien to the British way of life.  
Do you want to eat salami for breakfast with your egg and bacon? I don't. And I won't!"

(From: Jonathan Lynn & Antony Jay, *The Complete Yes Prime Minister*, London: BBC Books, 1986, quoted after: *The New Top Line. Teacher's Book*, Stuttgart: Klett, 2006, p. 88)

- Having established that salami is "totally alien to the British way of life", this rhetorical question merely seems to require confirmation.
- But seemingly asking people their opinion is a useful method of creating the impression that you are interested in their attitudes. Even though the answer is obvious, this speaker/politician suggests that while bureaucrats in faraway Brussels may make decisions over their heads, he takes (the British) people seriously.
- The answer implied by that question is "Certainly not" and this is an attitude the speaker shares with the audience, thus indicating that he is genuinely one of them.

## Example B: colloquial usage

In the following quotation from Frank McCourt's novel *Angela's Ashes* the speaker, a boy, is asked to question his behaviour: thus the rhetorical question takes the form of reproof or admonition since these words express strong disapproval:

"[...] laughed so hard a nurse runs in to see if I'm all right. She's a very stern nurse from the County Kerry and she frightens me. What's this, Francis? Laughing? What is there to laugh about? Are you and that Madigan girl talking? I'll report you to Sister Rita. There's to be no laughing [...]."

(From: F. McCourt, *Angela's Ashes*, New York: Touchstone, 1996, p. 241)

## Example C: philosophical or religious discourse

"[...] And what a minute is man's life in respect of the sun's, or of a tree? And yet how little of our life is occasion, opportunity to receive good in; and how little of that occasion do we apprehend and lay hold of?"

(From: John Donne, *Devotions upon Emergent Occasions*, New York: Vintage, 1999, p. 84)

- Frequently rhetorical questions are used as a means of creating a bond between the writer and the reader. But even though the *Devotions* were clearly intended for publication, these questions do not seem to include the reader but to depict the wanderings of the writer's mind as he is recovering from severe illness, thus reflecting Donne's meditations on mortality when lost in contemplation.
- And yet with these questions Donne allows the reader to follow his thoughts as he comes to acknowledge death while simultaneously celebrating life.

## An example from a poem

O Winter, bar thine adamantine doors!  
The north is thine; there hast thou built thy dark  
Deep-founded habitation. Shake not thy roofs,  
Nor bend thy pillars with thine iron car.

He hears me not, but o'er the yawning deep  
Rides heavy; his storms are unchain'd, sheathed  
In ribbed steel; I dare not lift mine eyes,  
For he hath rear'd the sceptre o'er the world.

(Excerpt from: William Blake, "To Winter", in: *The Poems of William Blake*,  
London: Longman, 1971, p. 5)

- The capitalisation turns the noun "winter" into a name and Blake addresses winter as a person when asking him to "bar the doors".
- In the following lines the poet depicts this time of the year as a harsh ruler who "rides heavy" and who has lifted his "sceptre".
- Thus in the first and second stanza of Blake's poem winter is no longer a force of nature, it almost assumes the role of an ancient god with the personification lending intensity to the imagery.

## An example from a play

Act I, Scene 7 in Shakespeare's *Macbeth* opens with a soliloquy. Contemplating the murder of Duncan Macbeth dwells on Duncan's fine qualities (ll. 18 ff):

[...] his [i.e. Duncan's] virtues  
Will plead like angels, trumpet-tongu'd, against  
The deep damnation of his taking-off;  
And pity, like a naked new-born babe,  
Striding the blast, or heaven's cherubin, hors'd  
Upon the sightless couriers of the air,  
Shall blow the horrid deed in every eye,  
That tears shall drown the wind.

- In comparing Duncan's virtues to angels Shakespeare combines the personification with a simile (cf. **91 Interpreting a Simile**). And even though pity personified as a new-born babe might suggest helplessness, it becomes a powerful force when spreading the news of the murder.
- The powerful imagery of these lines accounts for Macbeth's conclusion that "We will proceed no further in this business" (I,7,31).

## Alliteration in a poem

William Wordsworth uses alliterations in his poem "Lucy Gray or Solitude". By playing with sound the writer adds intensity to his poetic narrative of the little girl who got lost when wandering through the moor.

O'er rough and smooth she trips along,  
And never looks behind;  
And sings a solitary song  
That whistles in the wind.

(From: William Wordsworth, *The Poetical Works*, ed. by E. De Selincourt, Oxford: Oxford University Press, 1940, p. 234)

While "sings", "solitary" and "song" begin with an "s", the words "whistles" and "wind" share the initial letter "w".

- The repetitive sound creates a rhythmic effect, evoking the picture of the lonely little girl and the thin sound of her voice.
- The aspiration that accompanies the "w"-sound reflects the blowing of the wind.

## An anaphora in a poem

The tide rises, the tide falls,  
The twilight darkens, the curlew calls;  
Along the sea-sands damp and brown  
The traveller hastens toward the town,  
And the tide rises, the tide falls.

(From: Henry Wadsworth Longfellow, "The Tide Rises, the Tide Falls", in: *The Poetical Works, with Bibliographical and Critical Notes*, Vol. III, ed. by Ian Lancashire, Boston / New York: Houghton Mifflin, 1890, pp. 254 f)

The regular iambic rhythm of the first stanza of Longfellow's poem, in which a short syllable is followed by a longer one, imitates the tide and the constant movement of the waves. The endless cycle of the tide is reflected by the repetition of the first line, thus reinforcing the theme of eternity.

## An anaphora in a speech

In his Inaugural Address (January 20, 1961) President John F. Kennedy said: "Let both sides explore what problems unite us [...]. Let both sides, for the first time, formulate serious and precise proposals [...]. Let both sides seek to invoke the wonders of science [...]. Let both sides unite [...]."

When Kennedy took office in 1961, the era was marked by tension and conflict between the United States and the Soviet Union. By repeating the words "Let both sides" he emphasises the necessity to establish common ground between the two rivalling powers with the anaphora lending a note of urgency to his words.

- The repetition seems to underline the sincerity of his proposal, leaving no doubt that it is Kennedy's profound wish to improve relations with the Soviet Union.
- The parallel structure of these sentences allows the audience to follow the president as he explores possibilities of initiating cooperation.

## The antithesis in a speech

In his impressive speech delivered in front of Washington's Lincoln Memorial (28 August 1963) Martin Luther King elaborated in a series of antitheses on the difference between dream and reality:

"I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

(Martin Luther King, "I Have a Dream", in: *American Political Speeches*, ed. by Klaus Stüwe and Birgit Stüwe, Stuttgart: Reclam, 2005, p. 79)

- After beginning with opposing words ("the sons of former slaves and the sons of former slave owners"), King then describes his vision of Mississippi as "an oasis of freedom and justice" and his vision of America as a nation free from racial prejudice.
- King's vision stands in marked contrast to a reality in which African Americans still had to suffer from racial discrimination ("judged by the color of their skin") and racist oppression ("a state sweltering with the heat of injustice, sweltering with [...] oppression").
- With the ample use of antitheses the civil rights leader effectively denounces racial inequality while also exposing the discrepancy between the principles laid down in the American Constitution and reality.

## Contrast in literature

Marriage is a major theme in Jane Austen's novel *Pride and Prejudice* as the opening lines indicate: "It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife." (J. Austen, *Pride and Prejudice*, Harmondsworth: Penguin, 1972, p. 51)

Thus Austen ironically sums up the situation of a woman in her time: she needed a man / a husband, preferably one "in possession of a good fortune." Thus the thoughts and conversations of the female characters constantly revolve on the topic of marriage, particularly since at that time a woman's personal happiness largely depended on her husband. While Jane Bennet implores her sister, "do any thing rather than marry without affection" (p. 382), their friend Charlotte Lucas takes a more sober view: "I ask only a comfortable home" (*ibid.*).

Her decision to marry Mr Collins, "a conceited, pompous, narrow-minded, silly man" (p. 174), is contrasted with that of Elizabeth Bennet, the heroine of the novel, who does not only reject Mr Collins's offer of marriage but also that of Mr Darcy since she is convinced that marriage for material reasons constitutes a breach of integrity which does not necessarily secure happiness (p. 174).

In contrasting characters and their decisions Austen develops the theme of marriage in her novel, exploring various options while Elizabeth Bennet being awarded an immensely rich husband she loves clearly indicates Austen's personal preference.

## An example from a speech

In his Inaugural Address (20 January 1961) President John F. Kennedy made the following statement: "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty." The president's determination is emphasised by the enumeration which begins with the speaker expressly stating all the things the USA are willing to do for liberty and which also includes a contrast ("support any friend, oppose any foe") to indicate the vast range of possibilities the USA may want to resort to.

Maintaining the attention of the audience in a speech requires the subtle use of language. Here

- the parallel structure of the enumeration enables the audience to follow the president's words easily.
- An enumeration invariably includes pauses, which structure the sequences of words. The alternation of pauses and flow of words results in a regular rhythm, which creates an impression of order.

## An example from a play

LORD CAVERSHAM: [...] he leads such an idle life.

MABEL CHILTERN: How can you say such a thing? Why, he rides in the Row [i.e. Rotten Row in Hyde Park] at ten o'clock in the morning, goes to the opera three times a week, changes his clothes at least five times a day, and dines out every night of the season. You can't call that leading an idle life, do you?

(From: Oscar Wilde, *An Ideal Husband*, ed. by Russell Jackson, London: A & C Black Publishers, 1993, p. 10)

With this enumeration the author describes the life of a member of the British aristocracy, whose sole occupation consists in the idle pursuit of trivial social activities, which have assumed such an importance in the daily routine of this person that there seems to be no room for meaningful commitment. The utter hollowness of the lifestyle exposed in the enumeration stands in marked contrast to the words "You can't call that leading an idle life", and in highlighting the irony of this remark, a humorous effect is achieved.

## A travel account

"This is a country that loses a Prime Minister and that is so vast and empty that a band of amateur enthusiasts could conceivably set off the world's non-governmental atomic bomb on its mainland and almost four years would pass before anyone noticed. Clearly this is a place worth getting to know."

(Bill Bryson, *Down Under*, London: Black Swan Books, 2001, p. 18)

The author tries to produce a humorous effect but the exaggeration is also calculated to awaken curiosity and the desire to continue reading a book, which might otherwise be discarded as a boring travel account.

## Literature

LORD GORING: Other people are quite dreadful. The only possible society is oneself.

PHIPPS: Yes, my lord.

LORD GORING: To love oneself is the beginning of a life-long romance, Phipps.

(Oscar Wilde, *An Ideal Husband*, London: New Mermaids, 1993, p. 87)

Invariably, the exaggeration is used to create humour, but this seemingly blatant confession of narcissism is also an attempt to provoke the audience / the reader into questioning this statement.

## Exaggeration and argumentation

Subtly used an exaggeration or hyperbole might be used in a speech or argumentation for its persuasive effect since this rhetoric seems to allow no room for uncertainties.

"American hegemony is good for the world. Why? The modern world, interconnected as it is today, can exist only in two states: reasonably structured or chaotic. Chaos in the global system means no leader, no rules, nothing but contending powers and universal vulnerability. [...]

American dominance is a blessing because it has given the world a Pax Americana, an era of international peace and tranquillity unseen in this century, rarely seen in human history."

(Charles Krauthammer, "America Rules: Thank God," in: *Time Magazine*, August 4, 1997, quoted after: *The New Top Line*, Stuttgart: Klett, 2006, p. 97)

Even though the writer may be deliberately provocative in challenging people to question America's superiority, the self-assurance with which he points to America's achievements leaves no doubt of America's – in his eyes rightful – claim to predominance.

## Drill ban sought for Alaskan park

**Legislation has been tabled in the United States aimed at making a ban on oil drilling at a wildlife refuge in Alaska permanent**

Wildlife campaigners are hoping the new Democrat-led Congress will adopt such a move, which has been rejected on several occasions in the past. The legislation would make about 500,000 hectares of land along Alaska's Arctic coast a protected wilderness. It is rich in wildlife but also has more than 10bn barrels of oil.

### Political shift

To many environmentalists the area represents probably the ultimate wild place in need of protection. It has been compared to the Serengeti nature reserve in Africa because of its abundance of wildlife [...]. But it is also thought the area could supply up to one million barrels of oil a day at peak production. US President George W Bush has said repeatedly that he believes it is possible to protect the environment while still allowing drilling to take place. He believes the area is essential for lessening US dependence on foreign energy By



Grafik: Martin Lay, Breisach

sources. Outlawing drilling in the area has been tried in the past without success. But with Democrats now in the majority in the US Congress [...] Representative Edward Markey believes he stands a good chance of success.

By David Willis. BBC News, Los Angeles Story from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/2/hi/americas/6236367.stm>

Published: 2007/01/06 01:30:59 GMT © BBC MMVII

### Information gathered from skimming the text:

- text about legislation on imposing a ban on oil exploration in Alaska
- though rich in oil, the area is also rich in wildlife and therefore in need of protection
- Democrats now holding the majority in Congress – a chance of success

### Information gathered from scanning the text:

**Keyword:** oil drilling in Alaska

- a ban on oil drilling proposed
- a Democrat-led Congress in favour of a ban making Alaska's Arctic coast a protected wilderness
- the ultimate wild place in need of protection
- yet: huge oil supplies
- George W. Bush: possible to protect the environment while still allowing drilling
- oil supplies might lessen US dependence on foreign energy sources
- past attempts to impose a ban failed
- now: a chance of success

## (No) man is an island

His mother's suicide attempt has led thirteen-year-old Marcus to the conviction that you "can't stand on top of your mum and dad" (Nick Hornby, *About a Boy*, London: Indigo, 1999, p. 279), but that you need more people in your life, people who are there, giving each other support like in "those acrobatic displays" (*About a Boy*, p. 278).

Marcus's concept stands in marked contrast to Will's philosophy that "every man is an island". In the film version Will uses this comparison to underline that he does not want to be involved, that he wants to keep his distance, thus radically changing the words of the famous English poet John Donne (1572–1631) who wrote in his seventeenth meditation:

"No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were: any man's death diminishes me, because I'm involved in mankind."

(From: J. Donne, *Devotions upon Emergent Occasions*, New York: Vintage, 1999, p. 103)

Donne explains the metaphor, declaring that being part of a larger whole, individuals are never truly isolated and finally Will, too, becomes involved, having "lost his shell and his cool and his distance" (*About a Boy*, p. 286).

## What you are

[...]

you are the green  
whose depths I cannot fathom

you are the clean sword  
that slaughtered the first innocent

[...]

you are the wind caught on barbedwire  
and crying out against war

you are the moth  
entangled in a crown of thorns

(First published in: Adrian Henri / Roger McGough / Brian Patten,  
*The Mersey Sound*, Harmondsworth: Penguin, 1967. - © Penguin, 1967)  
Quoted after: Roger McGough, *Blazing Fruit. Selected Poems 1967–1987*,  
London: Penguin, 1989, pp. 38 f)

In the lines of Roger McGough's poem the person speaking uses metaphors, attempting to describe and thus to comprehend "what you are."

He/she cannot "fathom" this "you", which is compared to a sword slaughtering the innocent before it becomes a voice crying out against violence and then the victim, thus leaving the reader, too, deeply puzzled and equally unable to comprehend what this "you" is.

## Robert Frost: "The Road Not Taken"

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveller, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence;  
Two roads diverged in a wood, and I –  
I took the one less travelled by  
And that has made all the difference.

(From: *The Road Not Taken. A Selection of Robert Frost's Poems*, New York: Owl Books, 2002, p. 270)

In this poem the traveller has come to two roads diverging in the wood and now has to decide which way to choose.

- These two roads symbolise a stage in life when one seems to have come to a crossroad and thus has to make a decision which might give one's life an entirely new direction perhaps when embarking on a career.
- The two roads are equally "fair" and so finally the traveller chooses the one which "wanted wear", which he felt had to be used since it was "less travelled by".
- But even though the difference seemed to be infinitesimal since the two roads were "really about the same" the traveller is aware that this decision will make "all the difference", that it will certainly prove to be irreversible. Thus some decisions might change our lives fundamentally, and as the title "The Road Not Taken" suggests that in choosing one way over the other, some opportunities will be irretrievably lost.



## Examples

### Drama

On hearing that his wife has died Macbeth describes the emptiness he feels in a simile:

Life's but a walking shadow, a poor player  
That struts and frets his hour upon a stage,  
And then is heard no more;

(Shakespeare, *Macbeth*, V,5,24–26)

In comparing life to a shadow Macbeth suggests that it lacks substance. He expands on this idea by then comparing it to “a player that [...] is heard no more.” The reference to a play in which nothing is real and in which nothing seems to be of significance beyond the performance betrays a deep sense of nihilism. Having satisfied his ambition, the death of his wife and partner in crime leaves Macbeth completely disillusioned.

### Poetry

The following excerpt from “A Red, Red Rose” by Robert Burns (1759–1796) includes two similes:

My love is like a red, red rose  
That's newly sprung in June:  
My love is like the melody  
That's sweetly played in tune.  
  
As fair art thou, my bonnie lass,  
So deep in love am I:  
And I will love thee still, my dear,  
Till a' the seas gang dry.

### Songs

Not surprisingly, there are numerous examples in poetry and song to describe a notion like “love” which has myriads of facets. For instance the chorus “Love is like oxygen / You get too much, you get too high, / Not enough and you're gonna die” from the pop song “Love Is Like Oxygen” by The Sweet contain a simile.

- In comparing the emotion of love to oxygen, an absolutely vital chemical element, the significance of this emotion is stressed: you cannot live without it, as is explicitly stated.
- Yet at the same time, the song warns against the negative effects of an overdose.

1. “My love is like a red, red rose”

- The intensity of feeling resembles the intensity of colour, which is suggested by the repetitive “red, red”.
- Since the rose is fresh, so is the love, unfading, “till a’ the seas gang dry”.

2. “My love is like the melody”

- A melody are notes which together constitute a meaningful whole.
- Its sound is usually pleasant, full of harmony.
- The comparison seems to suggest that this love shares all the qualities associated with a rose (intensity, beauty, vigour) and inherent in a melody (harmony).

**Note:** Similes are also quite common in colloquial speech, e.g. “as quick as lightning.”

## Example A

When campaigning to run for the Democratic Party presidential nomination Jack Stanton, a fictional character, addresses a crowd in a union hall: "I am going to do something really outrageous here. Hell, everybody thinks I've bought the farm in this race anyway, so I got nothin' to lose. I'm going to do something really outrageous; I'm gonna tell you the truth." [...] "Yeah, I know what you're thinking: He must be really desperate to wanna do that. [...] But okay. You've had to swallow enough sh- ah garbage." (Anonymous, *Primary Colors*, New York: Random House, 1996, quoted after: *The New Top Line*, Stuttgart: Klett, 2006, p. 184)

- Stanton shows a clear preference for informal phrases such as *to swallow garbage* (rather than *to have to put up with too many lies*) and slang (*bought the farm* instead of *completely lost*). He even pretends to nearly use swear words (*sh-* for *shit*).
- The sentences are short and simply structured.
- There are several examples of non-standard grammar and pronunciation: *nothin'*, *I'm gonna*, *to wanna*.

The speaker deliberately chooses this register to create the impression that he is "one of the people" and that he quite literally speaks their language.

## Example B

The 1963 March on Washington culminated in Martin Luther King's impressive speech "I Have a Dream" delivered in front of Washington's Lincoln Memorial: "[...] Fivescore years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon of light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity." (*American Political Speeches*, ed. by Klaus Stüwe and Birgit Stüwe, Stuttgart: Reclam, 2005, p. 73)

- The elaborate diction (*fivescore years, momentous decree, captivity*) and the reference to President Lincoln and his achievements leave no doubt that the speaker is a highly educated person. In using this register, Martin Luther King also challenges racial prejudice.

## Example C

Register might also be used as a means of creating humour as in Bernard Shaw's *Pygmalion* when Liza, one of the main characters, chooses the wrong register.

MRS HIGGINS (*at last, conversationally*): Will it rain, do you think?

LIZA: The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation.

FREDDY: Ha! ha! how awfully funny!

LIZA: What is wrong with that, young man? I bet I got it right.

FREDDY: Killing!

(From: Bernard Shaw, *Pygmalion*, Stuttgart: Reclam, 1990, p. 99)

Scientific expressions (e.g. *shallow depression*) and the overtly technical terminology (*the barometrical situation*) simply do not fit the social context.

### **Example A: a speech**

In his Inaugural Address (January 20, 1961) President John F. Kennedy said: "Now the trumpet summons us again – not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are; but a call to bear the burden of a long twilight struggle, year in and year out, 'rejoicing in hope, patient in tribulation' – a struggle against the common enemies of man: tyranny, poverty, disease, and war itself."

### **Analysis**

- The president chose formal words such as "to summon", thus using language befitting the solemnity of the occasion.
- By repeating the words "arms", "battle" and "struggle" he develops the theme of a continuous fight against evil. The sombre picture is underlined by the image of the "twilight". The quotation from the Bible (Romans 12,12), too, implies suffering and distress.
- The inversion in "arms we need" and "embattled we are" creates a slow rhythm, adding weight to the president's words.

In this passage the tone of the speaker is earnest and solemn, reflecting Kennedy's awareness of the difficulties lying ahead.

### **Example B: a novel**

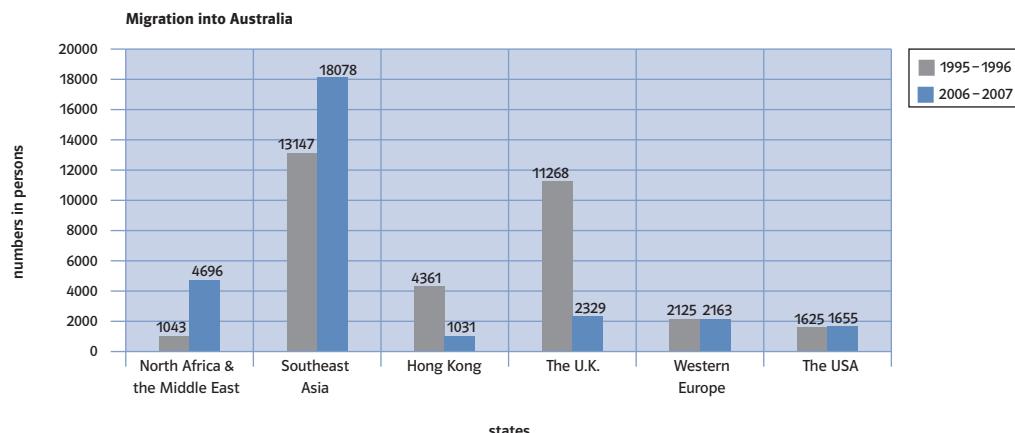
"Only that week, I had watched with open mouth a television program in which four pillars of British intellectual life sat around discussing whether the nation should dispense with Prince Charles and leapfrog to little Prince William. Now, putting aside for the moment the question of wisdom of investing a lot of faith in the unmatured genetic output of Charles and Diana, which I would charitably describe as touching, it seemed to me to miss the whole point. If you are going to have a system of hereditary privilege, then surely you have to take what comes your way [...]."

(Bill Bryson, *Notes from a Small Island*, New York: Avon, 1997, p. 56. – © 1995 by Bill Bryson. Reprinted by permission of HarperCollins)

### **Analysis**

- The detached attitude the writer adopts when discussing the British monarchy is reflected in the flippant tone of the passage.
- The elevated choice of words used in the metaphorical description of "the pillars of British intellectual life" stands in marked contrast to colloquialisms such as "to leapfrog" and is deliberately used to produce a comic effect.
- Slightly provocative when commenting on the "wisdom of investing a lot of faith" in the offspring of Charles and Diana, the writer maintains the playful tone of a disinterested observer who finds the discussion about the succession to the throne highly entertaining.

Describe and analyse this table.



From: Department of Immigration and Multicultural Affairs.

[http://www.immi.gov.au/media/publications/statistics/immigration-update/Settler\\_Arrivals0506.pdf](http://www.immi.gov.au/media/publications/statistics/immigration-update/Settler_Arrivals0506.pdf)

This bar chart illustrates immigration into Australia between 1995/1996 and 2006/2007. The figures are based on data collected by the Department of Immigration and Multicultural Affairs, Australia, which should attest to the reliability of these statistics. It appears that the vast majority of immigrants is from Southeast Asia. This was already the case in 1995/1996 when 13,147 people from this region immigrated to Australia, but their number even increased to 18,078 in 2006/2007. By contrast the number of immigrants from the UK has dropped considerably from 11,1268 in 1995/1996 to 2,329 in 2006/2007. A similar development can be seen with regard to immigration from Hong Kong: here the number of immigrants decreased from 4,361 in 1995/1996 to 1,031 in 2006/2007. The number of immigrants from Western Europe and the USA has remained relatively constant: 2,125 persons from Western Europe went to Australia in 1995/1996 and 2,163 persons in 2006/2007. In 1995/1996 1,625 persons emigrated from the USA to Australia and in 2006/2007 1,655 persons.

By comparison, Australia experienced a huge increase of immigrants from North Africa and the Middle East: Their number rose from 1,043 in 1995/1996 to 4,696 in 2006/2007.

These figures seem to indicate that among people from the highly industrialised nations of Western Europe and the USA there is little tendency to emigrate to Australia, perhaps because the emigration rate in these countries is relatively small anyway, another factor might be the huge distance.

For the inhabitants of Southeast Asia, which is much closer, Australia seems to hold more attractions: perhaps people from this region go to Australia in search of better economic opportunities.

The fact that Hong Kong lost its status as a British crown colony in 1997 might account for the large number of immigrants from this part of the world in 1995/1996: people were worried about the future development of Hong Kong once it was given back to the People's Republic of China.

The sharp decrease of immigrants from the UK might reflect the economic recovery of Britain while the substantial increase of immigrants from North Africa and the Middle East can probably be attributed to military conflicts and unrest.



© Cagle Cartoons, Santa Barbara, CA / Nate Beeler

## Introduction

The cartoon was published in the *Washington Examiner*, a paper which is targeted at affluent professionals. At first glance it becomes evident that it is about President Bush's politics.

## Description

The President is standing on the left behind a desk. In his left hand he is holding a sheet of paper on which you can read "stem cell veto". He seems to be addressing an audience and in the speech bubble he says: "I'm not willing to destroy a life to save a life," so obviously the cartoonist is commenting on the President's stem cell veto in 2006 when Mr Bush rejected Congress's bid to lift restrictions on stem cell research saying that "this bill would support the taking of innocent human life in the hope of finding medical benefits for others."

To the President's right there appears to be a cemetery: on a hill you can see seemingly endless rows of gravestones, all bearing the inscription "died in Iraq" below the American flag, which suggests that these must be the graves of soldiers killed in the war against terrorism.

## Analysis

With this cartoon Nate Beeler is drawing attention to the apparent contradiction between Mr Bush's foreign policy and his domestic policy: by the time this cartoon was published, a lot of members of the armed forces had lost their lives through US involvement in Iraq, a military campaign Mr Bush had started on the pretext that the Iraq already possessed or was developing weapons of mass destruction. These allegations subsequently proved to be false.

The cartoonist criticises that while Mr Bush announced to be unwilling to "sacrifice unborn life", he deliberately started a war, which necessarily led to the death of soldiers as well as civilians.

## Comment

The cartoon is fairly convincing since it highlights this double standard in juxtaposing ideology and reality.

The entry gives a synonym first and then the German meaning: you might replace "to dissolve" with "to be absorbed" or "to liquefy" or "to annul".

- Read the whole entry before deciding which meaning fits the particular context.
- You also learn which preposition you have to use, and in which context you can use the word.

**dis-solve** [dr'zolv, AM -za:lv] I. vi ① (be absorbed) sich *akk* auf-lösen ② (*subside*) **to ~ in[to] giggles** loskichern; **to ~ in[to] laughter** loslachen; **to ~ in[to] tears** in Tränen ausbrechen ③ (*dissipate*) verschwinden; **tension** sich *akk* lösen ④ FILM (fade out) ■ **to ~ into sth** auf etw *akk* überblenden II. vt ① (*liquefy*) ■ **to ~ sth [in sth]** etw [in etw *dat*] [auflösen ② (*annul*) ■ **to ~ sth** etw auflösen; **to ~ a marriage** eine Ehe scheiden; **to ~ parliament** das Parlament auflösen

PONS. Wörterbuch für Schule und Studium, Stuttgart: Ernst Klett Sprachen, 2006, p. 330

In special sections you find idiomatic phrases, for instance to express intent, aversion or to invite someone:

### inviting

- Do come and visit (me)**, I'd be delighted.  
I'm having a party next Saturday. **Will you come?**  
**Would you like to join us?** (*going out*)  
**Would you like to join us?** (*at table*)  
**May I take you out for** a working lunch/dinner?

### einladen

- Besuch mich doch**, ich würde mich sehr freuen.  
Nächsten Samstag lasse ich eine Party steigen. **Kommst du auch?** (*fam*)  
**Kommen Sie doch auch mit.**  
**Setzen Sie sich doch zu uns.**  
**Darf ich Sie zu einem Arbeitsessen einladen?**

PONS. Wörterbuch für Schule und Studium, p. 640

Some dictionaries also include information about punctuation and grammar, such as this one:

**some** und seine Zusammensetzungen stehen

1. in bejahenden Sätzen,
2. in Fragesätzen, wenn darauf eine bejahende Antwort erwartet wird.

1. I'd like <b>some</b> strawberry jam. Give me <b>some</b> stamps, please. <b>Somebody/Someone</b> has stolen my purse. I'd like <b>something</b> to drink.	Ich hätte gern die Erdbeermarmelade. Bitte geben Sie mir ein paar Briefmarken. Jemand hat meinen Geldbeutel gestohlen. Ich hätte gern etwas zu trinken.
2. May I have <b>some</b> more tea, please? – Yes, of course.	Kann ich noch etwas Tee haben? – Aber selbstverständlich.

PONS. Wörterbuch für Schule und Studium, p. 2572

## **Abbreviations:**

When referring to one line or one page use the abbreviations:

I. or p.

When referring to several lines or to several pages use the abbreviations:

II. or pp.

## **Introducing a quotation:**

Integrate short quotations into the text by using words such as to argue, to declare, to state, to observe, to point out, to remark, to write etc. You should also mention the context in which the quoted words occur.

Example:

In his impressive speech delivered in front of Washington's Lincoln Memorial in August 1963 Martin Luther King declared that "the Negro is still not free."

You might also introduce a quotation with a colon and quotation marks:

Martin Luther King ended his speech on a note of hope: "When this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands [...]."

## **Indicating an omission:**

Use ellipsis points in square brackets [...] to indicate that you left out some words within a quotation but do not change the meaning of the words quoted.

## **Citation:**

When including quotations in a formal research paper or in academic writing, you must acknowledge the source of information or data used. Usually you do so in a footnote. There are various citation formats, yet in general the citation should include

- the name of the author,
- the title of the work,
- the place and date of publication together with the publisher's name.

## **Three golden rules:**

- Clearly you should use quotations to substantiate your arguments, to add authenticity or to include a particularly interesting passage.
- But all quotations must relate to the topic.
- Your essay should not consist of quotations only.

"This is a country that loses a Prime Minister and that is so vast and empty that a band of amateur enthusiasts could conceivably set off the world's non-governmental atomic bomb on its mainland and almost four years would pass before anyone noticed. Clearly this is a place worth getting to know."

<sup>1</sup> Bill Bryson, *Down Under*, London: Black Swan, 2001, p. 18.

**Remember:** Within a paper or essay, the citation format used should be consistent.

## Monologic discourse

1. Describe "Room in New York" so that someone who cannot / does not see the picture can visualise it.  
Let's speculate. What happened before?  
What is the man thinking?  
How does the woman feel?  
How will the situation develop?
2. Give a brief summary of a novel or play read in class.  
Would you recommend it?
3. "The American Dream that has lured tens of millions of all nations to our shores [...] has not been a dream of merely material plenty [...]. It has been much more than that." (James Truslow Adams) – Explain and illustrate this statement.



"Room in New York" by Edward Hopper

[http://time-blog.com/looking\\_around/hopper-edward-room-in-new-york.jpg](http://time-blog.com/looking_around/hopper-edward-room-in-new-york.jpg)

## Interactive part

After the Virginia Tech massacre, a school shooting in which 32 people were killed and many more wounded, voices were raised demanding that a ban on weapons should be introduced. Discuss the right to bear arms with your partner.

### Remember:

- ▷ Do not simply reel off your arguments but respond to your partner, trying to refute his/her points and to then add new ideas.
- ▷ Use examples to illustrate your arguments.

In the discussion you might mention the following points:

### Cons

- There are bound to be gun-related deaths as a result of accidents.
- The Declaration of Independence recognises that all people are endowed with certain "inalienable rights", including the right to life. Yet often innocent people fall victim to crime.
- Today the police are concerned with the maintenance of public peace and order and the prevention of crime.
- Mentally disturbed people have access to weapons.

### Pros

- Gun ownership is a fundamental right as stated in the Second Amendment.
- A ban would infringe on the rights of the individual.
- Many law-abiding citizens simply enjoy having weapons.
- People have to be able to protect themselves.
- A ban might affect the weapons industry negatively.

## The topic

Today I would like to introduce you to the work of William Turner, the man who "made light tangible but things illegible." (Quotation from Richard Lacayo in his article "Exhibitions. The Sunshine Boy", in: *Time Magazine*, November 26, 2007, p. 56)

## The outline

My presentation is divided into / consists of three parts. / I have divided my presentation into three parts.

First: Turner's life

Second: The artist's style, his work

Third: One of his paintings: "Rain, Steam and Speed – The Great Western Railway"

If you don't mind, we'll leave questions till the end.

Let me start with Turner's life:

Born in 1775 as the son of a London barber, Turner became interested in painting at an early age, making drawings of the countryside he explored when he was staying with his uncle in Middlesex. With 14, he was

admitted to the Royal Academy Schools, which was and still is one of the world's leading arts schools. Only one year later, one of his paintings was already exhibited. Soon he was highly successful and, making good money, Turner started to travel: his tours led him to South Wales, the Isle of Wight, North England and then Scotland. Having become a full member of the Academy in 1802, Turner left for the continent and began travelling widely in Europe. In 1813 Turner moved to Twickenham together with his father, with whom he lived together for almost 30 years. Turner owed much of his wealth to Walter Fawkes, his patron and passionate collector of his work. Fawkes's death and the death of his father four years later left Turner desolate. In 1846 he bought a house in Chelsea where he lived – secluded – together with Sophia Booth, a friend's widow. Turner died there on December 19 in 1851. Turner had never married but he did have two children by Sarah Danby, a former mistress.

Let's turn our attention to the artist's style and his work:

Turner's art has always been controversial. His early work consisted of drawings and watercolours on paper. Only later he began using oil paint. But after Turner had seen paintings by Claude Lorrain, his style began to change. Soon his progress was met with hostility since "his critics could not understand his search for the sublime in nature, his continuing endeavour in the painting of landscape" (quotation from: John Walker, *Turner*, London: Thames and Hudson, 1989, p. 20), although his work in watercolour remained highly admired. Once having been to Italy, Turner became obsessed with dissolving all form and translating everything into light. In doing so, he "made light tangible but things illegible." A typical example of his style is the painting titled "Rain, Steam and Speed – The Great Western Railway."

This leads me to the last point: one of his paintings. (Having a [coloured] transparency is vital in describing and interpreting the painting.)

The first impression of the picture is endless sky and river dissolved in a haze. But on the left, hardly recognisable, there are people boating on the river before an arched bridge. The stillness of this scene

stands in marked contrast to the steam train rushing towards the viewer with a hare running in front of the engine.

Thus the picture has been interpreted as a symbol of the Industrial Revolution destroying nature while to others it is an expression of Turner's fascination with modernity.

This concludes my talk.

Thank you for your attention / for listening.

If you have any questions, I'll be pleased to answer them now.

- Mind your body language (eye contact), volume and speed.
- Using note cards is better than simply reading out a paper.
- Practise your talk so that you are quite fluent.
- PowerPoint slides, transparencies and handouts should only contain the minimum information necessary.

## **Useful phrases in a debate**

- The chairman on opening the debate:  
I declare this meeting open. Today's motion is: ...  
The proposer of this motion is ... (name). Mr/Ms ... (name), would you please propose the motion.
- The proposer (the first speaker, who proposes the motion):  
We would like to begin with ... / We believe that ...
- The chairman on inviting the opposer to outline the stance of his/her team/party:  
I now ask ... (name) to speak against the motion.
- The opposer (the second speaker, who opposes the motion):  
The proposition's motion may seem reasonable at first but ...
- The chairman on encouraging the audience to participate in the discussion:  
The debate is now open to the floor.  
Thank you, speakers. I now declare this debate open to the floor.
- The chairman on asking the speakers to sum up their arguments in a final statement:  
... (name) will now sum up the arguments for / against ...  
May I ask ... (name) and ... (name) to sum up the arguments in favour / against the motion.
- The chairman on taking the vote:  
I remind you all that the motion to be voted on is ... / The motion is now put to the vote.  
All those in favour of the motion, please raise your hands. All those against? / Would those who are in favour of this motion please raise their hands? All those against? Any abstentions? Thank you.  
I hereby declare the motion carried/defeated by ... to ... votes. / So the motion has been accepted/rejected by ... to ... votes with ... abstentions.

## **Useful phrases in a discussion**

### **Stating your opinion**

As I see it

In my opinion/view

### **Expressing agreement**

I totally agree.

I agree with you on the point that ...

It's true that, but ...

I admit that ... is true, but ...

This might be the case.

### **Interrupting**

May I interrupt you here.

Sorry for interrupting you but ...

### **Asking for clarification**

Are you saying that ...

What do you mean by saying that ...

### **Expressing disagreement**

It's definitely not true that ...

You're quite wrong on the point ... One must also take into account that ...

I'm sorry, but it's not as simple as that.

This is one way to think about ... However, ...

### **Responding to interruptions**

May I just finish by saying ...

If I might just finish ...

### **Correcting misunderstandings**

What I'm trying to say is ...

This is not quite what I meant by ...