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**Nylons, Boboes and Knowledge Workers  
(Social Groups and Types in a Modern American Society)**

Moscow, 2006

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**Glossary**

*Предисловие*  
*Дорогие друзья!*

Учебное пособие познакомит вас с социальной структурой современного американского общества - классами, социальными группами и типами, их жизненными ориентирами и ценностями, с трансформацией понятий богатства и бедности.

Пособие содержит 16 тематически организованных разделов, разнообразные тексты для чтения, упражнения на развитие умений и навыков различных видов чтения ознакомительное, изучающее, просмотровое, поисковое; задания на совершенствование письменной речи различных жанров и стилей, разнообразные задания на развитие умений монологической и диалогической речи, упражнения на перевод, ключи к упражнениям и заданиям, культурологический комментарий, англо-русский глоссарий. Тексты для чтения служат контекстом для формирования умений письменной и устной речи, навыков критического мышления. Вы приобретете умение выбирать языковую стратегию, соответствующую ситуации общения, используя официальный, полуофициальный и неофициальный стили, выстраивать логическое по форме и содержанию устное или письменное высказывание.

В первых трех разделах вы познакомитесь с несколькими моделями социальной структуры общества.

Из разделов 4, 5, 6 и 7 вы узнаете кто такие Wasp («восп»), Yuppie («яппи»), Nylon, Vobo («бобуин»), каков их образ жизни, ценностные ориентиры, и кто относится к этим социальным группам.

В разделах 8, 9, 10 повествуется о том, как трансформировалось само понятие богатства, как меняется современный мир, кто такой современный миллионер и каким образом он стал им.

Разделы 12, 13, 14 посвящены тому, какие проблемы и страхи сопряжены с богатством, в том числе, опасности, подстерегающие отпрысков богатых людей.

Два завершающих раздела посвящены так называемым новым капиталистам - людям, обладающим знаниями, и тому, какова цена социальной мобильности в эпоху информационной революции.

Надеемся, что материал пособия будет Вам интересен, что с его помощью Вы будете совершенствовать знания по английскому языку и американской культуре.

Желаем успеха!

**В. Ощепкова**  
**М. Полянская**

**Dear Friends!**

**This book will introduce you to the social structure of American society**

(social groups and types), their lifestyles, changing values and aspirations. You will see how the notion of wealth and poverty transforms.

The book consists of 16 units, which contain texts and tasks to them, and English-Russian Glossary. The texts for reading are the context for developing the skills of oral and written speech, critical reading skills. You will learn how to choose a language strategy which suits the situation of communication best, using formal, less formal or informal styles of communication depending on a situation.

We hope that the material of the manual will be interesting for you, that it will help you to brush up your English, understand American culture.

Good luck and all the best

V.Oschepkova

M. Polyanskaya

## **Unit 1. *Class in the contemporary United States***

( from Wikipedia, the free encyclopedia [http://en.wikipedia.org/wiki/Main Page](http://en.wikipedia.org/wiki/Main_Page) 22.1.2006 )

### **Read the text**

The contemporary United States has no legally-recognized social classes. Elites exist, but are numerous and there is no universally recognized hierarchy of people. The absence of officially-recognized classes may reflect the desire of this society to become a market-oriented meritocracy, a reflection of belief in the "American dream" as well as traditional values of hard work, entrepreneurship, and individualism. It may also reflect the lack of a colonial peerage, the abolition of slavery and involuntary servitude, and the extension of universal suffrage.

In practice, however, there are de facto social classes in the United States; this phenomenon is sometimes called "emergent elitism". Most likely, these social classes result from massive disparities in access to wealth, income, social access, and influence, as well as the tendency for people to associate with people of comparable social capital and financial means. Class is usually correlated strictly to ownership of productive, financial, cultural, social and human capital. For this reason, social class is often called socioeconomic status because of this inextricable connection. The connection is bidirectional, that is:

Capital begets class, because people with unusual amounts of capital are often sought by others and can make transactions on terms that are favorable to them. Unlike in some European societies where "upper class" is tied to nobility, capital can usually buy access to some, but not all, of the "upper class" elites. Generational social mobility is also pronounced; the children and grandchildren of "self-made" wealthy people may have additional social access that the initial generators of wealth did not, due to the stigma some associate with nouveau riche status.

Class begets capital, because individuals with social capital can often access other forms of capital more easily than others.

Class is reinforced by class traits, or characteristics of speech and behavior that signify a person's class. "Class ascendants", or social climbers, frequently attempt to emulate class traits of people in higher social classes.

### **Comprehension**

**Read the text again . Are these statements true or false? If the statement is false, say why it is and correct it.**

1. American society wanted to become a market-oriented meritocracy.  
.....
2. There are no elites in the USA.  
.....
3. Involuntary servitude was abolished in the USA.  
.....
4. There is little connection between class and ownership of capital.  
.....
5. The grandchildren of "self-made" wealthy people have more privileges than their grandparents.  
.....
6. Social climbers try to give up their former habits and ways.  
.....

### **Vocabulary**

**Match the words with their definitions**

- |                     |   |
|---------------------|---|
| 1. meritocracy      | a) a difference between things  |
| 2. entrepreneurship | b) equal to something else in quality or importance   |
| 3. suffrage         | c) system or society in which people have influence or status according to their abilities and achievements rather than because of the social class they belong |
| 4. emergent         | d) skills which make someone start a company, arrange business deals  |
| 5. disparity        | e) impossible to separate   |
| 6. comparable       | f) the right to vote  |
| 7. inextricable     | g) in the early stages of existence or development  |
| 8. to beget         | h) to try to be like someone or something else  |
| 9. to reinforce     | i) to cause something to happen or be created   |
| 10. to emulate      | j) to make an idea, belief or feeling stronger  |

**Replace the underlined words or phrases in each sentence with a word or phrase from the text**

1. Unfortunately, there is still a feeling that something is wrong or embarrassing in some way attached to a social climber.
2. She was in a position of someone who is completely controlled by another person.
3. There is still a difference in salaries among people doing the same thing.
4. Connection between ownership of productive, financial, cultural, social and human capital is impossible to separate.

### **Speaking**

#### **Discuss these questions with your partner**

- Do you think there were more disparities in access to wealth in the USA in the past, or now?
- Are class distinctions important, or old-fashioned?

### **Writing**

**Imagine you are a journalist. Write an article about an elite as you understand it. There are 4 paragraphs in your article. Each paragraph consists of 3-4 sentences.**

#### *Paragraph 1*

Who do you think belongs to an elite?

#### *Paragraph 2*

Why do you think an elite is important or insignificant?

#### *Paragraph 3*

Do you think nobility should exist?

#### *Paragraph 4*

Who could be called a social climber?

## **Unit 2. Five-class model**

( from Wikipedia, the free encyclopedia, shortened )

[http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page) 22.1.2006

### **Read the text**

For many individuals, social class is more a matter of self-identification, of how the person views his or her relationship to society. Sociological models depict society as having as few as two or as many as nine social classes. Most Americans describe themselves as some variant of "middle class". Many sociologists, and popular sociology, use a five-class model, which includes:

- An *upper class* consisting of elites. Extreme wealth, a notable name or accomplishment, or celebrity will usually bring an individual into this class, although most enjoy membership as a legacy of inherited wealth or familial prominence. Most Americans remain at roughly the same socioeconomic level into which they were born. While drastic upward mobility is possible, it is not common. But there are instances of "rags-to-riches" stories, such as that of Andrew Carnegie.
- A middle class divided into three subcategories:
- A largely professional *upper-middle class*. Individuals within this class rarely

have the elite social privileges of the upper-class, but normally have access to high-quality education. Since class has as much to do with occupational prestige and lifestyle as with salary, highly-compensated blue collar workers are usually not considered "upper-middle class".

- A "*middle-middle*" class is decreasing in number. Corporate downsizing and the loss of manufacturing jobs has eliminated many of the skilled unionized jobs that provide membership within this class. As a result, many individuals within this group have drifted either into more skilled work, in the professional sectors (upper-middle class) or have fallen downward into the service sectors (lower-middle class).
- A *lower-middle class*, or "working poor". These individuals usually have very limited personal capital, and their occupational and educational skills are restricted to one type of work. Largely working in semi-skilled or unskilled service jobs, individuals within this social class often face varying hours, unpleasant occupational environments, and impersonal supervisors. Without higher education, they have very little social mobility. Material plenty has only a small effect of subjective happiness, while perceived low status leads frequently to a higher likelihood of depression, anxiety, poor self-image, and bad health.
- A *lower class* of often comprises impoverished and desperate individuals. Crime and hunger are daily threats for them, and illiteracy, homelessness (most U.S. job applications require that the applicant provide a home address) and, in some cases, previous criminal records ensure that their chances of securing work remain low.

Class lines are sometimes considered artificial—formal class membership does not exist, and people rarely think of themselves as members of a specific class. Furthermore, a person's social class may change throughout his or her life. The fact that many Americans identify themselves with the middle class shows that many of them see themselves as living in a society in which liberty and equality are available to all.

### **Comprehension (Multiple-choice questions)**

**For each of the questions, choose the answer (A,B,C or D) which you think fits best according to the text.**

1. How do people classify themselves?
  - A) None of them describe themselves as "middle class".
  - B) Nearly all of them belong to the "middle class".
  - C) All of them view their relationship to society as a matter of self-identification.
  - D) Hardly any of them think of social classes.
2. Most mobility occurs in small degrees in an upper class because
  - A) hardly any American remains at the same socioeconomic level into which he or she was born.
  - B) drastic upward mobility is possible.
  - C) there are lots of "rags-to-riches" stories such as that of Andrew Carnegie.
  - D) only extreme wealth, or notable name, or celebrity may bring an individual into this class.



3. A middle class divided into three categories
  - A) is decreasing in number.
  - B) presents individuals in the professional sectors.
  - C) gives the opportunity to drift from one subcategory into another.
  - D) is more likely to occupy individuals with limited personal capital.
  
4. Individuals of the upper-middle class
  - A) have the elite social privileges of the upper class
  - B) can get high-quality education but never use it.
  - C) usually decline occupational work by choice.
  - D) do not include “blue collars”.
  
5. The number of individuals of a middle-middle class
  - A) is decreasing
  - B) is increasing
  - C) remains the same
  - D) includes «working poor»
  
6. The individuals of the lower-middle class are limited to an only job
  - A) because of the unpleasant occupational environments
  - B) because they have little social mobility
  - C) because they have to do semi-skilled or unskilled service jobs.
  - D) because they have little capital.
  
7. Why are individuals of a lower class often connected with crime and hunger?
  - A) They are rarely illiterate, impoverished and desperate.
  - B) The government doesn’t take care of them.
  - C) They are too poor to find a job.
  - D) Most US job agencies require a home address.

### **Vocabulary**

#### **Match the words with their definitions**

- |                |   |
|----------------|---|
| 1. depict      | a) not made by nature; man-made   |
| 2. celebrity   | b) a famous person, especially in entertainment or sport                |
| 3. prominence  | c) to describe someone or something using words or pictures             |
| 4. legacy      | d) harsh, vigorous and often violent or severe                          |
| 5. drastic     | e) to be pushed along very slowly by the moment of air or water         |
| 6. eliminate   | f) to get rid of something that is not wanted or needed                 |
| 7. drift       | g) to consist of two or more things                                     |
| 8. trend       | h) the state of not being able to read or write                         |
| 9. subsequent  | i) money or property that you arrange for someone to have after you die |
| 10. restricted | j) the chance that something might happen                               |
| 11. perceive   | k) to understand or think about something in a particular way           |
| 12. likelihood | l) the state of being important or well known                           |
| 13. comprise   | m) intended only for people who have been given special permission      |
| 14. illiteracy | n) happening or coming after something else                             |

15.artificial

o) a gradual change or development that produces a particular result

**Complete the sentences using these words**

- 1) The product contains no.....colors, flavors or preservatives.
- 2) The hotel is well known for its.....guests.
- 3) .....measures are required if we are going to improve our educational system.
- 4) He was .....as a hero who died for his beliefs.
- 5) The boat started.....out to sea.
- 6) He has had.....diary products from his diet.
- 7) The course is.....of ten core modules.
- 8) The government is trying to solve major problems such as .....and poverty.
- 9) My grandfather died and left me a small.....
- 10) There's a strong .....that he will run for president next year.
- 11) School heads.....their roles in different ways.
- 12) This case gave new.....to the problem of domestic violence.
- 13) The officers were caught photographing in a .....military zone.
- 14) In.....interviews Steele has contradicted his original story.
- 15) We've seen.....towards more violent films this year.

**Speaking**

**Before the discussion make sure you know these words:**

a matter of self-identification, to view one's relationship to society, to depict sth, to describe oneself as, to connote membership, accomplishment, inherited wealth, familial prominence, drastic upward mobility, access to high quality, laid-off people, perceived low status.

**Work with your partner and discuss the questions.**

1. Why do many sociologists use a five-class model?
2. What can bring an individual into upper class?
3. Why can individuals with valuable cultural capital but small incomes be included into an upper-middle class?
4. What do we call occupational prestige?
5. Have you heard "rags-to-riches" stories about people in your country?

**Writing**

**Write an essay on a Rag-to-riches life story ( a plot of a film, a book or a real life story). Use sequence markers (first, then, after that, etc.)**

**The plan below will help you:**

*Paragraph 1*

the situation of a hero (heroine) of the story

*Paragraph 2*

efforts he (she) took to improve the situation

*Paragraph 3*

the consequences of these efforts

*Paragraph 4*

what do you think the hero (heroine) achieved and what he (she) failed to achieve

### **Unit 3. Marxian Classes and Warnerian social class model**

( from Wikipedia, the free encyclopedia, shortened [http://en.wikipedia.org/wiki/Main Page](http://en.wikipedia.org/wiki/Main_Page) 22.1.2006)

#### **Read the text**

Another example of a stratum class model was developed by the sociologist William Lloyd Warner in his 1949 book, *Social Class in America*. For many decades, the Warnerian theory was dominant in U.S. sociological theory.

Based on social anthropology, Warner divided American into three classes (upper, middle, and lower), then further subdivided each of these into an "upper" and "lower" segment, with the following postulates:

- Upper-upper class. "Old money." People who have been born into and raised with wealth.
- Lower-upper class. "New money." Individuals who have become rich within their own lifetimes.
- Upper-middle class. High-salaried professionals (i.e., doctors, lawyers, corporate executives).
- Lower-middle class. Lower-paid professionals, but not manual laborers (i.e., police officers, non-management office workers, small business owners).
- Upper-lower class. Blue-collar workers and manual labourers. Also known as the "working class."
- Lower-lower class. The homeless and permanently unemployed, as well as the "working poor."

To Warner, American social class was based more on attitudes than on the actual amount of money an individual made. For example, the richest people in America would belong to the "lower-upper class" since many of them created their own fortunes; one can only be born into the highest class. Nonetheless, members of the wealthy upper-upper class tend to be more powerful, as a simple survey of U.S. presidents may demonstrate (i.e., the Roosevelts; John Kennedy; the Bushes)

Members of the upper-lower class might make more money than members of the lower-middle class but the class difference is based on the type of work they perform.

Warner observed that American social class was largely based on these shared attitudes. For example, he noted that the lower-middle class tended to be the most conservative group of all, since very little separated them from the working class. The upper-middle class, while a relatively small section of the population, usually "set the standard" for proper American behavior, as reflected in the mass media.

Karl Marx defined class in terms of the extent to which an individual or social group has control over the means of production. In Marxist terms a class is a group of people defined by their relationship to the means of production. Classes are seen to have their origin in the division of the social product into a necessary product and a surplus product. Marxists explain the history of civilized societies in terms of a war of classes between those who control production and those who actually produce the goods or services in society (and also developments in technology and the like). In the Marxist view of capitalism, this is a conflict between capitalists (bourgeoisie) and wage-workers (proletariat). For Marxists, class antagonism is rooted in the situation

that control over social production necessarily entails control over the class which produces goods -- in capitalism this is the exploitation of workers by the bourgeoisie.

### **Comprehension**

#### **Match the class and the people who belong to it**

1. Upper-upper class.
2. Lower-upper class
3. Upper-middle class
4. Lower-middle class
5. Upper-lower class.
6. Lower-lower class.

- A. doctors, lawyers, corporate executives
- B. police officers, non-management office workers, small business owners
- C. Individuals who have become rich within their own lifetimes
- D. People who have been born into and raised with wealth
- E. Blue-collar workers and manual labourers
- F. The homeless and permanently unemployed, as well as the "working poor."

#### **True-False: write *T* if the statement is true and *F* if it is false and then correct the false statement to make them true**

- 1) The sociologist William Lloyd Warner offered his own view on a class model.
- 2) He divided the society into six groups.
- 3) Most of the richest people in the US can't belong to the upper-upper class.
- 4) The upper-middle class can't set the standard because they are a relatively small section of population.
- 5) According to Marxian definition classes are seen to have their origin in the division of social product into a necessary product and a surplus product.
- 6) "New money" are people who have been born into and raised with wealth.

### **Vocabulary**

#### **Match the words with their definitions:**

- |                 |   |
|-----------------|---|
| 1. anthropology | a) active opposition between people or groups   |
| 2. segment      | b) liking old and established ways, not liking change   |
| 3. postulate    | c) to use unfairly for one's own profit or advantage  |
| 4. findings     | d) separation or sharing  |
| 5. observation  | e) something learnt as the result of an official inquiry  |
| 6. conservative | f) something supposed or known (but not proved) to be true                                      |
| 7. standard     | g) something useful produced by growing or from the ground, or made in a factory                |
| 8. production   | h) a level or degree of quality that is considered proper or acceptable                         |
| 9. division     | i) additional to what is needed or used   |
| 10. surplus     | j) knowledge dealing with scientific and industrial methods and their practical use in industry |

11.technology

k) any of the parts into which something can be cut or divided

12.antagonism

l) an action of noticing or watching

13.exploit

m) the scientific study of mankind, dealing with his origin, development, customs and beliefs.

**Give the noun form of the following adjectives and verbs**

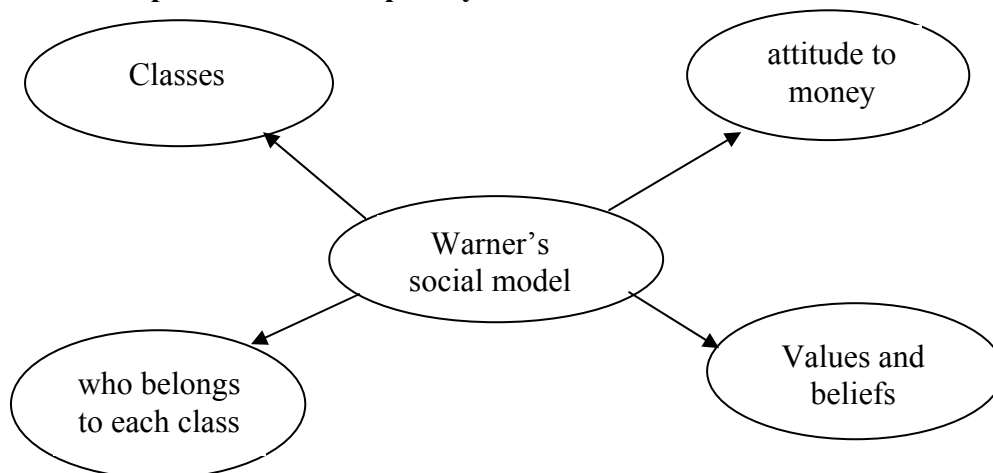
Sociological	<b>sociology</b>
Secretarial	
Technological	
Observe	
Divide	
Produce	
Develop	
Serve	
Exploit	

**Writing and speaking**

**Put endings to the following sentences and use them as a plan for your presentation**

- 1) Warner divided Americans into.....
- 2) These classes are.....
- 3) The richest people in America would belong to the.....
- 4) The class difference is based on.....
- 5) As reflected in mass media the upper-middle class usually.....
- 6) In Marxist terms a class is.....

**Fill out the spider web and explain your ideas:**



**Draw your own spider web for Karl Mark's definition of a class and fill it out.**

**Unit 4. A WASP**

(Retrieved from

"[http://en.wikipedia.org/wiki/White\\_Anglo-](http://en.wikipedia.org/wiki/White_Anglo-)

**Read the text**

WASP is an North American sociological term derived from the acronym for White Anglo-Saxon Protestant. In use, it refers to a white person with a blue-blooded heritage (the families have been rich for several generations). It also falls into the larger category of "The Establishment". The word is frequently used in a derogatory fashion. Working class whites are usually not designated WASPs, even if they are Protestants of British descent. Alternatively WASP can stand for Wealthy Anglo-Saxon Protestant.

Use of the term WASP is growing in other English-speaking countries which were also colonized by the British. If the W is taken to indicate White, WASP is redundant, since Anglo-Saxons can only be white. But one could be White and Protestant, without being Anglo-Saxon, e.g. Welsh, Scots.

The term seems to have first been used by newly immigrant Irish Catholics in America to denote their longstanding conflict with the Anglo-Saxons, (the Protestants in New England. The original use of WASP denoted either an ethnic group, or the culture, customs, and heritage of American Yankees, but now it refers more generally to all members of the elite establishment. The WASP designation usually includes persons of Dutch descent, such as the Vanderbilts and Roosevelts.

In addition to the Yankee descendants of colonial-era English immigrants, other speakers or writers intend the term to include people descended from British gentry immigrants from Scotland, Ireland, and Wales, who were Protestants. Because these immigrants were not immediately descended from England, in modern use they are sometimes called WISPs instead (from the analogous White Irish-Scottish Protestant).

Most dictionaries warn the term is often derogatory or insulting. Northeastern WASPs today refer to themselves as "yankees."

The original WASP elite dominated the social structure of the United States ever since the country's social structure took shape in the 1700s. Legacy admission to prep schools and to large universities in Ivy League or small liberal arts colleges such as the "Little Ivies" taught habit and attitude and formed connections which carried over to the influential spheres of finance, culture, and politics. Inter-marriage preserved large inherited fortunes. Diversions such as polo and yachting marked those with sufficient wealth and leisure to pursue them. Social registers and society pages listed the privileged, who mingled in the same private clubs, attended the same churches, and lived in neighborhoods.

It was not until after World War II that the networks of privilege and power in the old Protestant establishment began to lose significance. The GI Bill brought higher education to the children of poor immigrants, and the postwar era created ample economic opportunity for a growing new middle class. Nevertheless, the WASPs remain overrepresented in the country's cultural, political, and economic elite.

Two Aspects of the WASP establishment remain visible today. They are still upper middle to upper class educated Protestants, members of high society, with prep school and Ivy League educations. They are concentrated in New England and the Mid-Atlantic. However, these regions now have majority Catholic populations and are no longer exclusively WASP heartlands.

WASP's such as the Bush family were once dominant in the Republican party, particularly during the 20th Century in areas where Catholics dominated the Democratic Party.

## **Comprehension**

### **Answer the questions:**

1. What does the word WASP mean?
2. Which words in the text emphasize positive or negative features of a Wasp?

## **Vocabulary**

### **Match the words with their definitions**

- |               |  |
|---------------|--|
| 1. derive     | a) not needed  |
| 2. derogatory | b) disrespectful; causing harm to one's reputation   |
| 3. designated | c) to mix or associate, as with a crowd  |
| 4. descent    | d) something intended to take someone's attention away from something you do not want them to concentrate on or notice |
| 5. redundant  | e) enough, and often more than you need  |
| 6. diversion  | f) to receive or obtain something from something else  |
| 7. mingle     | g) marked, separated, or given a name for a particular purpose   |
| 8. ample      | h) an act of moving down to a lower place or position  |

### **Complete the sentences using these words**

- 1) 5,000 miners were made.....when the tin market collapsed.
- 2) The movie star often left his mansion and .....with the people at the amusement park.
- 3) You create a .....and I'll run for the door!
- 4) There's.....evidence to prove his guilt.
- 5) They.....such great enjoyment from these simple games
- 6) Picnicking is only allowed in.....areas.
- 7) The plane made a sudden .....
- 8) The word is often used in a.....fashion.

### **Choose adjectives which to your mind characterize a typical Wasp:**

sensitive, insensitive, optimistic, active, imaginative, sociable, energetic, carefree, careful, dominant, skeptical, pessimistic, ambitious, adventurous, lazy, hardworking, tough, rude, shallow, firm, steadfast, self-possessed, educated, indifferent, materialistic, pushing, unpretentious.

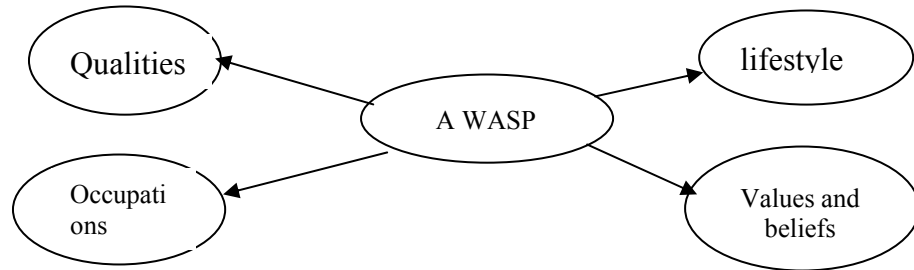
**Write out from the text the words which are used to describe a Wasp and divide them in two columns Positive (P) and Negative (N)**

<b>Positive</b>	<b>Negative</b>

--	--

### **Writing and speaking**

**What makes a WASP? Fill out the spider web and explain your ideas:**



### **Summarize the material of the texts and write an essay on a WASP**

Use this plan to help you write.

Each paragraph should be 3 or 4 sentences long.

*Paragraph 1.* Activities, profession

*Paragraph 2.* Manners, style of life, attitude to education

*Paragraph 3.* Positive and negative characteristics.

*Paragraph 4.* Similarities and differences with any other social group

*Paragraph 5.* Your attitude to this social group

Try to include words and phrases from the texts. These phrases will help you to organise your essay

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

### **Translation**

**Translate the text into English using the adjectives:**

1. Типичный WASP обычно описывается как жесткий и грубоватый предприниматель, исповедующий консервативные взгляды и не забывающий себе голову лишними знаниями. Именно такие люди осваивали дикий Запад, строили в пустыне небоскребы и создавали американскую промышленность.

2. Они обладали неистощимой энергией, трудолюбием и бытовой неприязательностью, свойственной протестантской трудовой этике, которую они исповедовали. Их успех определялся выносливостью, оптимизмом и напористостью, а вовсе не академическими достижениями.

3. И хотя дети разбогатевших бизнесменов получали образование в престижных университетах, проявлять особое рвение в учебе им было не обязательно: все равно их карьера определялась не столько академическими достижениями и интеллектом, сколько унаследованным капиталом и связями в деловых и политических кругах.

### **Unit 5. A Yuppie**

**(Retrieved from "<http://en.wikipedia.org/wiki/Yuppie>, shortened)**



## **Read the text**

Yuppie, short for "Young Urban Professional," describes a demographic group of people comprising baby boomers as well as people in their late twenties and early thirties. Yuppies usually hold jobs in the professional sector, with incomes that place them in the upper-middle economic class. The term "Yuppie" emerged in the early 1980s as an ironic echo of the earlier "hippies" and "yippies" who had rejected the materialistically oriented values of the business community. Although the original yuppies were "young," the term now applies as well to people of middle age.

The term is often used pejoratively, with an emphasis on the connotations of "yuppies" as selfish and superficial.

According to the stereotype, yuppies are more conservative than the hippies who preceded them (in reality, many of the early yuppies were actually hippies in the 1960s and early 1970s). Dispensing with the social causes of the hippies (who themselves shed traditional values), yuppies tend to be "work hard / play hard" types. A cinematic example is Gordon Gekko in the movie Wall Street.

Yuppies tend to value material goods (especially trendy new things) and are also supposed to have "bad taste" or buy expensive things for the sake of buying expensive things. In particular this can apply to their stocks, luxury automobiles (e.g. BMW, Lexus, Mercedes-Benz), sport utility vehicles, development houses, and technological gadgets, particularly cell phones.

Usually in a hurry, "yuppies" may seek convenience goods and services. Being "time poor," their family relations can become difficult to sustain. Maintaining their way of life is mentally exhausting. Sometimes, they will move every few years to where their job goes, straining their family. This fast-paced lifestyle has been termed a rat race. Many of these yuppies are said to be "credit posers" and undertake a large amount of debt to maintain their outward image. To an extent, some of them essentially live "paycheck-to-paycheck" -- the paychecks are simply larger.

Heavily influenced by a competitive corporate environment, "yuppies" often value those behaviors that they have found useful in gaining upward mobility and hence income and status. They often take their corporate values home to their spouses and children.

According to the stereotype, there is a certain air of informality about them, yet an entire code of unwritten etiquette can govern their activities from golf and tennis to luncheons at trendy cocktail bars.

Yuppies tend to be associated with city or suburban dwellers. Entire city districts have been associated with the yuppie phenomenon; in the 1980s and 1990s, the redeveloped Docklands of London became widely regarded as a (very upmarket) "yuppie slum"; San Francisco's formerly working-class Noe Valley neighborhood is similarly afflicted with yuppies. Similar accusations have been levelled against expensively renovated areas - usually low-rent communities - in a number of other cities around the world. Yuppies are sometimes stereotyped as wearing white shirts, blue ties, and black pants.

There are several terms related to yuppie. A Yumpie is a "young upwardly-mobile person". Buppie is sometimes used to refer to a black (African-American) yuppie. Yuppify and yuppification are slang terms used in place of the words gentrify and gentrification but with even more negative connotations. A yuppie slum or yuppie ghetto refers to any neighborhood that is largely populated by a young well-off crowd, but often has other connotations of gentrification and rising rental and dining costs in a previously low-rent neighborhood. A yuppie food stamp is a crisp US\$20 note

issued by an ATM. DINKs (also DINKY in the UK) are well-off couples who often have much in common with "yuppies". The label is an acronym for Dual Income, No Kids [Yet]. SITCOMs are former yuppies or DINKs. The label is an acronym for Single Income Two Children Oppressive Mortgage. Yuppicide is the killing of Yuppies, and vehicular yuppicide is the act of wrecking a yuppie's BMW. Yuppie Flu is a term formerly applied to Chronic fatigue syndrome, before that condition's general acceptance as a genuine medical problem. Organic Yuppies is a term used in the UK for yuppies and middle class thirtysomethings obsessed with food and wine.

### **Comprehension**

**Read the text again . Are these statements true or false? If the statement is false, say why it is and correct it.**

1. Yuppie is a demographic group of people comprising very young people.
2. Yuppies are usually described as selfish and superficial.
3. Yuppies tend to despise material goods and to have "excellent taste".
4. Yuppies like such luxury automobiles as. BMW, Lexus, Mercedes-Benz.
5. They spend much time with their family and enjoy happy family life
6. Their lifestyle has been termed a rat race.
7. They prefer not to borrow money.

### **Put endings to the following sentences**

1. The term yuppie was originally used to describe...
2. The term gradually became.....
3. Yuppies have certain status symbols, such as .....
4. The yuppies are thought to be.....
5. A yuppie disease is .....

### **Vocabulary**

**Choose adjectives which to your mind characterize a typical Yuppie:**

acquisitive, shallow, sensitive, insensitive, optimistic, active, imaginative, sociable, energetic, carefree, fashionable, careful, dominant, skeptical, pessimistic, ambitious, adventurous, Lazy, hardworking, tough, rude, firm, steadfast, self-possessed, educated, indifferent, materialistic, pushing, unpretentious.

### **Match the words with their definitions**

- |                   |   |
|-------------------|---|
| 1. pejorative     | a) the process by which an area of a city where poor people live becomes an area where middle class people live, as they buy the houses and repair them |
| 2. dispensing     | b) to worry about something all the time  |
| 3. sustain        | c) a legal agreement in which you borrow money from a bank in order to buy a house  |
| 4. strain         | d) used for introducing something that is a result of the fact that has just been stated  |
| 5. hence          | e) to try very hard to do something   |
| 6. gentrification | f) to provide the conditions in which something can happen or exist   |
| 7. mortgage       | g) to no longer use someone or something because you no longer want or need them  |

8. obsess                      h) this word expresses criticism or a bad opinion of someone or something

**Complete the sentences using these words**

- 1) Gentrify and.....are words used instead of yuppify and yuppification but without negative connotations.
- 2) Joe is always.....over his health.
- 3) On my present salary I can't get a .....
- 4) Alcohol can cause liver failure and hence death.
- 5) I.....to hear what they were saying.
- 6) Only two of the planets could.....life.
- 7) I think we all know each other, so we can .....with the formalities.
- 8) In this context, the word "provincial" has.....overtones.

**Speaking**

**Make a presentation on a typical yuppie using the following plan**

1. Background
2. Priorities in life and housing;
3. The way a yuppie travels, places he stays and eats
4. The reasons he leads an expensive life
5. His problems

**You are a journalist. Imagine you interview Bill Clinton who is considered by some people a typical yuppie. You should talk for about 2 minutes.**

**Ask about:**

1. His views on material values.
2. His views on how important hard work is.
3. His views on family and time devoted to family life.
4. His way of life and education.

**Compare a Wasp and a yuppie with your partner. Give similarities and differences between the two groups.**

**Use the model:**

*Both a Wasp and a Yuppie are....*

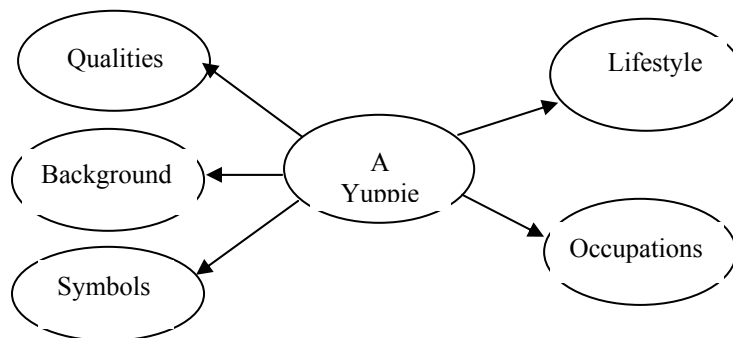
*A Wasp prefers....*

*Unlike a Wasp a Yuppie ...*

**Writing**

**Writing and speaking**

**What makes a Yuppie? Fill out the spider web and explain your ideas:**



**Summarize the material of the text and write an essay on a yuppie.**

Use this plan to help you write.

Each paragraph should be 3 or 4 sentences long.

*Paragraph 1.* Education, profession

*Paragraph 2.* Clothes, manners, style of life

*Paragraph 3.* Preferences and dislikes

*Paragraph 4.* Similarities and differences with any other social group

*Paragraph 5.* Your attitude to this social group

Try to include words and phrases from the texts. These phrases will help you to organise your essay

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

**Translation**

**Translate the texts into English using the vocabulary of the Unit**

A. Яппи - образованные, высококвалифицированные, уверенные в себе молодые люди, заработавшие к 30 годам первый миллион долларов в сфере бизнеса, медицины или права. Среди них не только белые англосаксы, но и выходцы из бедных еврейских кварталов, афро- и латиноамериканцы, проложившие себе путь к вершинам процветания талантом и напряженным трудом.

B. Яппи создали свою субкультуру - рациональную и максимально технизированную. На первом месте у них - бизнес и карьера, а времени на личную жизнь, на отдых совсем не остается. Спит типичный яппи не больше пяти часов, работает по выходным и практически не видит жену и детей. Он занимается делами в автомобиле, в самолете, на пляже, в ванной. Многих из них в результате преследуют бессонница и сексуальные расстройства.

C. Уважающий себя яппи должен иметь поместье. Очень престижной считается покупка старинной усадьбы где-нибудь в Европе, предпочтительно на Британских островах.

D. Яппи летает если не на личном самолете, то непременно первым классом, живет в пятизвездном отеле, ест в самых дорогих ресторанах.

Он делает это не ради удовольствия, а для укрепления статуса. Если кто-нибудь увидит преуспевающего адвоката обедающим в дешевой забегаловке, он тут же решит, что дела его идут плохо и он на грани разорения.

**Unit 6. A NYLON**

(from The Economist June 16 th 2001, p.43)

### **Read the text:**

Yuppies and dinkies, a new creature from adland stalks the block. The NYLON, an acronym linking New York and London, is a refinement of those more familiar categories such as jet-setters and cosmocrats (cosmopolitan aristocrats... do keep up). Marketing professionals have noted that despite the demise of Concorde, a new class of high-earner increasingly spends his or her time shuttling between the twin capitals of globalisation. And NYLONS prefer their home comforts on tap in both cities. Despite the impressive number of air miles, they are not adventurous people.

As distinct from Tom Wolfe's "masters of the universe" of the 1980s, NYLONS have done more than well out of the long boom and new economy of the last ten years. They are DJs, chefs, games designers, Internet entrepreneurs, fashionistas, publishers and even a select band of journalists and writers. They are self-consciously trendy and some are even able to afford houses in both cities. Others will put up with a house in one, and a view with a room in the other. Of course, their horizons do extend beyond just New York and London. For many, Los Angeles is an important shopping mall.

More significantly for adland, NYLONS provide some useful marketing savings. Campaigns no longer have to differ much in the two cities, as Nylons bring them ever closer together. The restaurants are the same, with Nobu now in London and Conran in New York. Many plays run in both cities at the same time, and DJs shuttle between the two, playing the same garage to the same people in similar clubs. Time Out and Wallpaper are the magazines of choice. All this is fine for NYLONS. But not so much fun for everybody else watching Notting Hill turn into a pale imitation of Greenwich Village.

### **Comprehension**

#### **Answer the questions:**

- 1) Which professions are represented in the social group of nylons?
- 2) Which are the nylons' main characteristics?
- 3) Which other social groups are mentioned in the text?
- 4) What are a nylon's preferences in housing, music, reading?
- 5) Which effects do the nylons produce on society as the author of the article sees them?

### **Vocabulary**

#### **Insert the appropriate abbreviations:**

dinky, yuppie (yuppy) , bobo, nylon, wasp, oink

\_\_\_\_\_ White Anglo-Saxon Protestant

\_\_\_\_\_ Double Income No Kids Yet

\_\_\_\_\_ Young Upwardly-mobile professional

\_\_\_\_\_ bo/hemian and bo/urgeois

\_\_\_\_\_ N/ew Y/ork and Lon/don  
\_\_\_\_\_ one income with kids

**Choose adjectives which to your mind characterize a typical Nylon:**

acquisitive, shallow, sensitive, insensitive, optimistic, active, imaginative, sociable, energetic, carefree, fashionable, careful, dominant, skeptical, pessimistic, ambitious, adventurous, Lazy, hardworking, tough, rude, firm, steadfast, self-possessed, educated, indifferent, materialistic, pushing, unpretentious.

**Give the noun form of the following verbs**

create -..... globalize -.....  
publish -..... save - .....  
imitate -..... refine -.....

**Give the adjective form from these words**

Increase -..... adventure -.....  
Impress -..... trend -.....

**Give verb form from these words**

provision -.....  
different -.....  
extension -.....

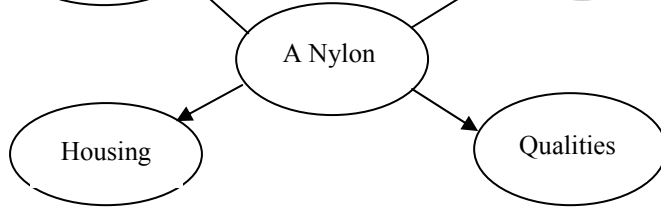
**Speaking**

**Make a presentation on a typical Nylon using the following plan**

1. Background and occupation
2. Priorities in life and housing;
3. The way a Nylon travels, places he stays, things he enjoys
4. His influence on marketing

**Writing**

**What makes a Nylon? Fill out the spider web and explain your ideas:**



**You are a journalist. Write an article “Nylons, a new sociological phenomenon”. Use the spider web as a plan for your article.**

## **Unit 7. *A bobo***

**(Retrieved from "[http://en.wikipedia.org/wiki/Bobos\\_in\\_Paradise](http://en.wikipedia.org/wiki/Bobos_in_Paradise))**

### **Read the text**

Bobos in Paradise is a book written by David Brooks in 2000. The word bobo stands for "bourgeois bohemian." This is Brooks' term for the 1990s' descendants of the yuppies. Often of the corporate upper-middle to upper class, they rarely oppose mainstream society, claim highly tolerant views of others, buy lots of expensive and exotic items, and believe American society to be meritocratic.

Bobo is often used in place of the word yuppie, which has usually negative connotations. In fact, even Brooks uses yuppie in a negative sense throughout his book.

Bobos are often noted for displaying their modern anxieties by indulging in high acts of conspicuous consumption. They hold memberships to the Sierra Club but drive SUV's. They "feel" for the labor and working class but refuse to buy American. The term "bobo chic" was applied to a style of fashion, similar to "boho chic", that became popular in uptown New York in 2004-5. In Spanish, "bobo" is a pejorative word equivalent to "idiot".

Boughie or , pronounced Boo-jee and derived from the word Bourgeois. It is a derogatory term often applied to those who affect fancy or refined tastes, style, and manner in the interest of appearing more cultured or sophisticated than their ordinary upbringing would suggest.

William (Bill) H. Gates, chairman of The Microsoft Corporation, the worldwide leader in software, services and solutions that help people and businesses realize their full potential is often referred to as a typical bobo. Gates is one of the best-known entrepreneurs of the personal computer revolution. Born on Oct. 28, 1955, Gates began programming computers at age 13.

He is widely respected for his foresight and ambition. Forbes magazine's The World's Billionaires list has ranked him as the richest person in the world for the last twelve consecutive years. In 1999, Gates' wealth briefly surpassed \$100 billion making him America's first centibillionaire. He is frequently criticized as having built Microsoft through unfair or unlawful business practices. Since amassing his fortune, Gates has pursued a number of philanthropic endeavors, donating large amounts of money (about 52% of his total fortune) to various charitable organizations and scientific research programs. In June 2006 he announced that he would move to a part-time role with Microsoft in 2008 to begin a career in philanthropy, but will remain as chairman. Bill Gates, his wife Melinda and U2's lead singer Bono were collectively named by Time as the 2005 Persons of the Year for their humanitarian efforts. That same year he was made an honorary Knight Commander of the Order of the British Empire by Queen Elizabeth II. In a list compiled by the magazine New Statesman in 2006, he was voted eighth in the list of "Heroes of our time".

### **Comprehension:**

### Complete the sentences

1. Bobo is an acronym for....
2. A bobo is often used in place of ....
3. A derogatory term is often applied to ...

### Answer the questions:

- 1) What is Bill Gates known for?
- 2) How old was he when he began programming computers?
- 3) What is his position and fortune now?
- 4) Which qualities of a bobo does he possess?
- 5) Why was he going to move to a part-time role with Microsoft?

### Vocabulary

Choose adjectives which you think characterize a typical bobo:

Democratic, modern, wealthy, simple, sophisticated, acquisitive, shallow, sensitive, insensitive, optimistic, active, imaginative, sociable, energetic, carefree, fashionable, careful, dominant, skeptical, pessimistic, ambitious, adventurous, lazy, hardworking, tough, rude, firm, steadfast, self-possessed, educated, indifferent, materialistic, pushing, unpretentious.

### Match the words with their definitions

- |                |  |
|----------------|--|
| 1. descendant  | a) intended to help people who are poor or ill, or who need advice and support   |
| 2. to oppose   | b) to make some changes to something in order to improve it  |
| 3. indulge     | c) to allow yourself to have or do something that you enjoy  |
| 4. conspicuous | d) the use of something such as fuel or energy, or the amount that people use  |
| 5. consumption | e) to give something such as money or goods to an organization, especially to a school, hospital, political party or charity |
| 6. refine      | f) to collect a lot of something such as money or information over a period of time  |
| 7. amass       | g) an effort to do something, especially something new or difficult  |
| 8. endeavor    | h) to disagree with or disapprove of a plan or policy  |
| 9. donate      | i) a relative of a person who lived in the past  |
| 10. charitable | j) very noticeable or easy to see, especially because of being unusual or different  |

### Complete the sentences with these words

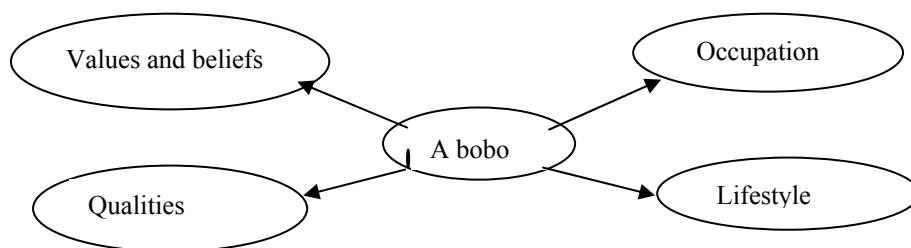
- 1) Our city has lots of.....organizations.
- 2) .....yourself – come on a gourmet food weekend.
- 3) We've.....the system since it was first launched.
- 4) The government is determined to reduce the UK's total energy.....
- 5) The centre was bought with money .....by former Beatle, George Harrison.
- 6) They had.....a fortune worth about \$51 billion in today's money.
- 7) The French cabinet was unanimous in.....NATO's bombing raids.
- 8) The business was built up largely through the .....of his mother.



- 9) He claims to be a direct .....of the last king.  
 10) She might have felt less.....if there had been other women there too.

### **Speaking**

**What makes a bobo? Fill out the spider web and explain your ideas:**



**Compare a bobo and a yuppie. Discuss similarities and differences between the two groups with a partner:**

Which are the attitudes, beliefs, opinions, hopes, fears, prejudices, needs, desires, and aspirations of these groups?

Use the model:

*Both a bobo and a Yuppie are....*

*A bobo prefers....*

*Unlike a bobo a Yuppie ...*

**Discuss these questions with your partner:**

- 1) How does the bobo's attitude to work differ from the yuppie's attitude?
- 2) What kind of leisure do bobos prefer?
- 3) What do they prefer to spend money on?
- 4) What do they brag about?
- 5) What is their favorite topic of conversation?

### **Writing**

**Imagine you are a journalist. Write an article about Bill Gates, a typical bobo.**

Include the following headings in your article:

- 1 His background
2. Beliefs and Values
- 3 Housing and clothing
- 4 Hobbies

Try to include words and phrases from the texts. These phrases will help you to organise your article:

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

### **Translation:**

**Translate the texts:**

**A. 1.** В 90-е годы на смену яппи пришло новое поколение профессионалов.

Социолог Дэвид Брукс, назвал новую разновидность преуспевающих американцев, бобуинами ("bobo") - по первым слогам слов "богемный" (bohemian) и "буржуазный" (bourgeois).

2. В отличие от яппи и обычных буржуа, бобуины обожают все альтернативное: альтернативную музыку, альтернативные журналы, альтернативный жизненный стиль. Еду они покупают только в альтернативных магазинах, гарантирующих "естественность" технологии выращивания овощей или выпечки хлеба. Мяса они, как правило, не едят по соображениям гуманизма, но при этом не забывают и про вред холестерина.

3. Бобуины любят работать: они почти никогда не уходят домой вовремя. Но в отличие от яппи они считают работу источником самостоятельного удовольствия, а не только источником денег. В работе они в первую очередь ценят возможность самосовершенствования и развития своего творческого потенциала.

4. Бобуины не стремятся демонстрировать свои финансовые возможности. Они предпочитают отдых, требующий физического напряжения (например, горный велосипед) или познавательный отдых (путешествия на остров Пасхи или Новую Гвинею).

5. Дорогие яхты, личные самолеты или пятизвездные гостиницы - это не их стиль. Они с удовольствием отправятся в пеший поход в кроссовках и с рюкзаком за плечами. Но при этом и рюкзак, и кроссовки будут последним достижением инженерной мысли и обойдутся им в круглую сумму. Бобуины полагают, что лучше тратить деньги на дорогостоящие технологические новинки для кухни, чем покупать украшения или предметы роскоши.

6. Они хвастаются друг перед другом не замками и личными самолетами, а хромированными смесителями для душа и холодильниками с программным управлением. Общественный статус бобуина определяется произведением его капитала на романтические взгляды. И того и другого должно быть в избытке. Чтобы иметь хорошую репутацию, бобуину нужно не только достигнуть определенного экономического успеха, но и всячески демонстрировать, как мало значит для него этот успех. Рассказывая о своих академических или профессиональных достижениях, он их слегка преуменьшает или иронически от них дистанцируется.

6. Любимая тема разговоров бобуинов - это насмешки над яппи, ограниченными карьеристами, помешанными на деньгах и работе.

**В.** Билл Гейтс, бобуин, создатель корпорации Microsoft. Родился в обеспеченной семье. Без труда поступил в Гарвардский университет. Учебу, однако, быстро бросил, решив заняться тем, что ему интересно, - написанием компьютерных программ. Подчеркнуто демократичный в одежде и в манере общения, внедрил такую же простоту нравов и в отношения между сотрудниками своей фирмы. Дом Гейтса изобилует суперсовременной техникой. О своем состоянии говорить не любит (благо это делают за него другие), хотя и активно жертвует на благотворительные цели, типичные для бобуинов, - программы по развитию здравоохранения и образования в мире. Хобби Гейтса - игра в бридж - роднит его с миллионами простых американцев.

**Unit 8. *The world is getting both wealthier and less equal***  
(from *The Economist* June 16<sup>th</sup>, 2001, p. 3)

### **Read the text:**

The past decade was probably the most exuberant period of wealth creation in human history. It also produced an unprecedented number of wealthy people. Despite the recent disappearance of some well-known dotcom tycoons, the count of millionaires and billionaires still went up last year. The world now has 7.2m people with investable assets of at least \$1m, up from 5.2m in 1997. Those 7.2m dollar millionaires control about a third of the world's wealth. According to Forbes magazine's "rich list", there are also 425 billionaires, 274 of them in America alone.

Wilfred Beckerman, an Oxford economist, surely has it wrong when he says that "The problem of creating sufficient wants...to absorb productive capacity may become chronic in the not too distant future." Look no further than the imitation Japanese palace being built by Larry Ellison, the billionaire boss of Oracle, an IT company, or the state-of-the-art armoured vehicles that are all the rage amongst the rich of Moscow and Sao Paolo, to be reassured that the supply of wants is infinite. The recent \$20m trip on a Russian rocket taken by Dennis Tito, a rich American with a taste for space tourism, is unlikely to prove the final frontier.

But what exactly does it take to be rich nowadays? As Bradford De Long, an economist, writes in his forthcoming "History of the 20th Century Economy: Slouching Towards Utopia", most Americans today enjoy standards of material comfort that "were beyond the reach of even the richest of previous centuries. Even lower-middle-class households in relatively poor countries have today material standards of living that would make them, in many respects, the envy of the powerful and, lordly of past centuries."

### **Comprehension**

#### **A. Put endings to the following sentences:**

An unprecedented number of wealthy people....

The number of millionaires and billionaires....

The world now has 7.2 m people .....

A third of the world's wealth....

According to Forbes magazine's "rich list"...

Most Americans today ....

Even lower-middle-class households in relatively poor countries...

### **Vocabulary**

#### **Match the words with their definitions**

exuberant	very great, and seeming to have no limits
dotcom	happening or coming soon
sufficient	a tank or a car covered with layers of hard metal to protect it from attack
armoured vehicle	as much as is needed
infinite	sit, walk, or stand with your shoulders bent forwards and your head low so that you look lazy

forthcoming relating to the companies that do business using the Internet  
slouch happy, excited, and full of energy

**Speaking:**

**Discuss with your partner how the concept of being rich has transformed. Prove your point of view with examples from the text or your own.**

**Writing**

**You are sure to know some stories about wealthy people and what they spent their money on trying to surprise the world. Write about one of them and express your feelings towards this person's behaviour.**

Use this plan to help you:

**Paragraph 1**

Who are you writing about? Why have you chosen this person? What is your opinion of the person? Two sentences

**Paragraph 2**

What does this person spend money on? Describe the most unusual/usual spendings. Say what you think about it. Three sentences

**Paragraph 3**

How would you spend the money? Give good reason for your choices. Three sentences.

**Unit 9. *Common-or-garden millionaires*  
(from *The Economist* June 16<sup>th</sup>, 2001, p. 3-4 )**

**Read the text:**

Millionaires are not what they used to be. In industrial countries, almost anybody prepared to work hard, save diligently and live like Scrooge can become one. In 1956, when Cole Porter launched his song, "Who wants to be a millionaire?", it carried connotations of flashy flunkeys, a marble swimming pool and a country estate. Today, \$1m would not buy you much of a house in the better parts of New York, San Francisco, London or Tokyo. "The millionaire has become common in numbers, common in the source of wealth, common in the usage of bygone snobberies in social origin, common in the continued narrowing of the gap between his fortune and that of the normally affluent middle class," notes Robert Heller, an author.

Having investable assets in the \$250,000 -5m range simply makes you one of the "mass affluent", as the financial-services industry now calls them. To be truly rich, you need quite a bit more than that. Silicon Valley has a useful, if gratuitously rude,

phrase for the sort of money that will free you from ever having to take a job again.... This is currently reckoned to be around \$10m, enough to generate an annual income of around \$500,000. Above \$100m, you are one of the super-rich, able to meet any conceivable need that you (or your family) might have in your lifetime. Your main worries will be about what will happen to your money when you die.

### **Comprehension**

#### **Select the best title for both paragraphs**

- Paragraph A*
1. A contemporary millionaire
  2. Almost anybody can become a millionaire
  3. The millionaire is common
  4. The gap between millionaires and people of middle class continues to get more and more narrow
- Paragraph B*
1. You are one of the « mass affluent»
  2. A rude phrase for the money
  3. Above \$100m makes one of the super-rich
  4. Your main worry

#### **Answer the questions:**

1. Who can become a millionaire nowadays?
2. Which qualities does Scrooge possess?
3. What were the connotations of the word in 1956?
4. Is \$ 1m enough to buy a good house in the better parts of New York, San Francisco, London or Tokyo?
5. What has the millionaire become common in?

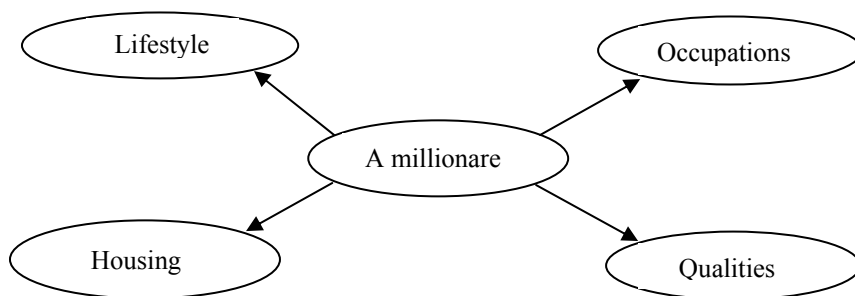
### **Vocabulary**

#### **Match the words with their definitions:**

- |            |   |
|------------|---|
| diligent   | very fashionable or expensive in a way that is deliberately intended to impress people  |
| launch     | an insulting word for someone who is always keen to please or obey more powerful people |
| flashy     | to start selling a new product or service to the public                                 |
| flunkey    | happening or existing during a period of time in the past                               |
| bygone     | done or shown without any good reason   |
| gratuitous | someone who works very hard and carefully   |

### **Writing and speaking**

**What makes a modern millionaire? Fill out the spider web and explain your ideas:**



**Writing**

**You are a documentary film maker. You should write a scenario for a film about a modern millionaire. Make an outline plan of the scenario. There should be 4 points in your plan. Each point is three to four sentences.**

**Unit 10. *For richer, for poorer***  
 (from *The Economist* June 16<sup>th</sup>, 2001, p.4)

**Read the text:**

"Who is rich?", asked Benjamin Franklin, one of the wealthiest of America's founding fathers. "He who is content. Who is that? Nobody." Money does not guarantee happiness, and the rich have their share of troubles, as well as some extra ones that arise directly from their wealth-though that is not to suggest for a moment that they would rather not be wealthy, nor that they deserve any special sympathy. The Silicon Valley affliction known as "af-fluenza" or "sudden-wealth syndrome" has been widely reported. Rich people of all kinds are increasingly worried that their wealth will demotivate their children and make them selfish and unappreciative of the value of money.

In a famous essay entitled "Wealth", published in 1889, Andrew Carnegie, then one of America's richest men, claimed that "The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship." Carnegie believed that the inequality between rich and poor resulted from the pursuit of maximum economic efficiency. In a free-market system, winners did very well and the rest did not. However, to prevent the rise of rival philosophies such as socialism, the accumulators of great wealth should use it "for the common good" by spending it "for public purposes, from which the masses reap the principal benefit." He also argued that wealthy parents should not leave much to their children.

Does any of this still hold true more than a century later? Broadly speaking, in the developed world the recent growth in inequality does reflect greater economic efficiency, though not a perfect meritocracy. Bill Gates, Larry Ellison, George Soros and Warren Buffett have joined the ranks of the world's richest men on merit-which is not the same as saying they became rich by being good. And as the rich have got much richer, the large majority of people in developed countries have also got quite a bit richer. Wealth seems to be trickling down from those at the top.

Not so in some less developed corners of the world. Russia's new rich have be-

come wealthy as the majority of the people have got poorer. According to Hernando de Soto, a Peruvian economist and author of "The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else", many of the rich in the developing world have prospered through gaining favours from the state. "The rich of the West were winners in a competitive system, the rich of the developing world won a competition for political favours." That is why the growing wealth of a developing-world elite should not be regarded as a precursor for broader prosperity on the American model, says Mr de Soto. He fears that unless capitalism is made truly meritocratic and inclusive, there may be a revolutionary backlash against it in some poorer countries.

Certainly the public seems far more tolerant of the rich in countries where capitalism is considered to be broadly fair. In parts of the developing world, the rich constantly fear attack. "Sao Paulo has the highest number of helicopters in the world ,because the rich don't feel it is safe to drive," says Victor Siaulys, boss of Ache, a Brazilian pharmaceutical firm, and a campaigner for change. "My family all drive armoured cars. It's no good."

And what of Carnegie's belief that the best way to help the masses and defeat non-capitalist political and economic models is private philanthropy? In America philanthropy plays a crucial part in financing the country's hospitals, universities, libraries, museums and concert halls, whereas in Europe and Japan the rich are taxed more heavily and therefore expect such institutions and facilities to be provided by the state. In Latin America, meeting social needs has often been seen as a job for the Catholic Church.

Barring a prolonged economic crisis and stockmarket collapse, the next 20 years are likely to see a huge increase in American philanthropy. Not all of this will be worthwhile or well done. But it will engage many of America's most creative entrepreneurs in trying to meet the country's social needs. A great deal of money will go to help the less well-off, particularly in health and education. And the rich in other countries may well follow suit.

But in order to give away lots of money, would-be philanthropists first have to make it.

### **Comprehension**

#### **Choose the best ending for each sentence**

- a) He who is content is rich...
- 1 but nobody is.
  - 2 said a very rich man.
  - 3 and wealth brings troubles.
  - 4 because money does not guarantee happiness
- b) The problem of our age is the proper administration of wealth ...
- 1 so that the rich and poor live in harmony.
  - 2 and the inequality between rich and poor .
  - 3 the rise of rival philosophies such as socialism .
  - 4 by spending it for public purposes
- c) Bill Gates, Larry Ellison, George Soros and Warren Buffett have joined the ranks of the world's richest men on merit...
- 1 but not by being good.

- 2 with the growth in inequality.
  - 3 which reflects greater economic efficiency.
  - 4 which helped many people to get a bit richer.
- d) In parts of the developing world, the rich ...
- 1 don't feel safe to drive.
  - 2 fear attack
  - 3 drive armoured cars.
  - 4 use helicopter.
- e) Carnegie believed that the best way to help the masses...
- 1 is private philanthropy.
  - 2 to finance the hospitals, universities, libraries, museums and concert halls because it was rushed.
  - 3 to tax the rich more heavily.
  - 4 to create new jobs.

**Put endings to the following sentences**

1. A person who is content ...
2. Money gurarantees ....
3. "Af-fluenza" is...
4. The problem of our age is ...
5. The inequality between rich and poor ....
6. Bill Gates, Larry Ellison, George Soros and Warren Buffett have joined the ranks of the world's richest men ....
7. Russia's new rich have become wealthy.....
8. In parts of the developing world, the rich constantly....
9. In America philanthropy.... whereas in Europe and Japan....
10. In order to give away lots of money....

**Vocabulary**

**Find in the text words opposite in meaning and complete the sentences with these words:**

Appreciative, equality, inefficient, regularity, poor, worthy, minority, losers, exclusive, intolerant, unfair, decrease

- 1) There has been a significant.....in the number of young people who smoke.
- 2) The rent is 500\$, .....of heating and electricity.
- 3) There are great .....in health care across the country.
- 4) Perhaps you need to be more .....of your neighbours.
- 5) The new machine is far more ..... than the old one.
- 6) These riots are ..... of a democracy such as ours.
- 7) His job is to represent the views of the .....
- 8) His invention has made him a .....man.

**Speaking**

**Give a 2-minute presentation on a modern rich using some of these adjectives**



happy, wealthy, healthy, worried, demotivated, unappreciative, famous, harmonious selfish, unworthy, efficient, good, gaining favours from the state, competitive, meritocratic, inclusive, revolutionary, fair, creative, well-off, philanthropic, young, prosperous, well-educated, bohemian, romantic, extreme right, left, bragging, shy, derisive, ironic, democratic, modern, wealthy, simple, sophisticated, acquisitive, shallow, sensitive, insensitive, optimistic, active, imaginative, sociable, energetic, carefree, fashionable, careful, dominant, skeptical, pessimistic, ambitious, adventurous, lazy, hardworking, tough, rude, firm, steadfast, self-possessed, educated, indifferent, materialistic, pushing, unpretentious.

### **Writing**

**Imagine you are a journalist. Write an article about the modern rich.**

**Include the following headings in your article:**

- 1 Beliefs
- 2 Values
- 3 Rights
- 4 Responsibilities
- 5 Fears

Try to include words and phrases from the texts. These phrases will help you to organise your report

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

## **Unit 11. *How the new rich got where they are*** **(from The Economist June 16<sup>th</sup>, 2001, p. 5)**

### **Read the text**

It was politics that inspired the publication of the modern world's first "rich list", in 1892. American protesters against protectionism argued that tariffs on many imported goods had turned some 31,000 businessmen into millionaires. To refute this claim, the publisher of the *New York Tribune*, drew up what he reckoned was a complete list of all the millionaires in America.

In 1982, when *Forbes* magazine first published its annual list of America's 400 wealthiest families, the threshold for inclusion was a net worth of \$90m. In last year's money that would have been \$16m, but by that time the cut-off point had risen to \$725m. Nearly three-quarters of those included in the list in 2000 were billionaires, and 18 had an estimated net worth of more than \$10 billion. The richest of them all was Bill Gates, although his estimated wealth of \$63 billion was well below the \$85 billion it had been a year earlier, largely because of Microsoft's tumbling share price.

Over the past four years the number of millionaires has risen sharply in America and Europe and slightly in Asia, says the latest annual "World Wealth Report" by Merrill Lynch. But the number of millionaires in other continents has remained much the same: an estimated 200,000 in each of Latin America, the Middle East and the former eastern block, and 40,000 in Africa (most of them in South Africa). Latin

America accounts for only 3% of the world's millionaires, but 12% of their total assets.

Merrill Lynch-Cap Gemini found that the rich not only grew in number, but also got much richer individually. The total wealth controlled by people with assets of at least \$1m nearly quadrupled between 1986 and last year, from \$7.2 trillion to \$27 trillion. The rich of North America (including Canada) accounted for \$8.8 trillion of last year's global total, and those of Europe for \$7.2 trillion. Over the past 14 years the fastest growth in assets in the hands of millionaires was in Asia, with a rise of 600%, compared with 440% in Europe, 313% in America and only 166% in Africa.

In recent years many family-owned companies have been sold, including a growing number through an initial public offering (IPO). Does this amount to wealth creation, or merely a zero-sum wealth reclassification? Probably some of each. Another factor that has made more people rich is the recent tendency to reward top performers in any field disproportionately well. New technology, globalisation and market economics have changed the structure of many industries in such a way that their star performers now earn vastly more than the average. This has been most visible in sports and the arts, where the best can become global celebrities and sometimes earn more than those who manage and advise them, whereas average performers receive only a mediocre pay. Oprah Winfrey, who neatly combines both managing and performing in her company, Harpo Productions, is on course to become the world's first self-made billionaire.

But superstar remuneration has also become widespread in less glamorous businesses, from law to investment banking. Wall Street bankers have been among the biggest winners of the wealth-creation boom of recent years. Although many of the Internet entrepreneurs who took their companies public saw their paper wealth vanish, the investment banks that underwrote the sales made a lot of money out of them.

### **Comprehension**

#### **Select the best title for each paragraph**

##### **Paragraph A**

1. The modern world's first "rich list"
2. Tariffs on many imported goods had turned some 31,000 businessmen into millionaires.
3. The millionaire is common.
4. A complete list of all the millionaires in America.

##### **Paragraph B**

1. America's 400 wealthiest families
2. The threshold was \$90m in 1982.
3. The richest of them all was Bill Gates.
4. Investable wealth is highly sensitive

##### **Paragraph C**

1. The number of millionaires has risen sharply
2. The number of millionaires has risen sharply in America

- and Europe.
3. The number of millionaires has remained the same in Latin America.
  4. The number of millionaires has not risen sharply in the Middle East

Paragraph D

1. The rich grew in number.
2. The rich not only grew in number, but also got much richer individually.
3. The wealth controlled by people with assets of at least \$1m quadrupled
4. The fastest growth in assets in the hands of millionaires in Asia

Paragraph E

1. Oprah Winfrey, the world's first self-made billionaire.
2. Many family-owned companies have been sold.
3. Top performers in any field were rewarded disproportionately well.
4. New technology, globalization and market economics have changed the structure of many industries.

Paragraph F

1. Superstar remuneration in less glamorous businesses.
2. From law to investment banking.
3. Wall Street bankers have been among the biggest winners
4. The Internet entrepreneurs saw their paper wealth vanish

**Complete the sentences**

1. The modern world's first "rich list" was published because...
2. The tariffs on many imported goods...
3. *The New York Tribune* drew up what he reconed was...
4. Only 1,125 out of 4,047...
5. Nearly three quarters of those included in the list in 2000 were billionaires, and 18 had...
6. The richest of them all was ... although his estimated wealth of \$63 billion was well below the \$85 billion it had been a year earlier.
7. Over the past four years the number of millionaires...
8. But the number of millionaires in other continents ...: an estimated...in each of Latin America, the Middle East and the former eastern block, and... in Africa (most of them in South Africa).
9. Latin America accounts for only...of the world's millionaires, but...of their total assets.
10. But superstar...has also become widespread in less...businesses, from law to investment banking.

**Choose the best answer:**

- 1) Look through the text and find which other factors mentioned in it which have made more people rich recently.
  - the recent tendency to reward top performers in any field disproportionately well;
  - the change in the structure of many industries in such a way that their star performers now earn vastly more than the average.
- 2) Who else is among the biggest winners of the wealth-creation boom of recent years?
  - celebrities in sports and the arts
  - average performers
  - bankers
  - the Internet entrepreneurs

**Vocabulary**

**In the text find words which mean**

- 1) to prove that a statement is false
- 2) very enthusiastic and sincere
- 3) to believe
- 4) a yearly list
- 5) becoming much lower in price
- 6) something such as money or property that a person or a company owns.

**Translation**

**Find sentences with the word asset in the text and translate them into Russian.**

**Writing**

**Imagine you are a journalist. Write an article about the modern rich. Include the following headings in your article:**

1. A list of millionaires in America has grown since 1892
2. From \$9m to many billions
3. The number of millionaires in Americas, Europe, Asia and Africa
4. The rich not only grew in number, but also got much richer individually
5. The world's first self-made billionairess
6. Less glamorous businesses

Try to include words and phrases from the texts. These phrases will help you to organise your report

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

## **Unit 12. *The rich man's burden*** **(from *The Economist* June 16<sup>th</sup>, 2001, p. 15)**

### **Read the text**

An ABUNDANCE of money is no miracle cure for all human ills, as the new rich-like each generation of the wealthy before them—are discovering. What is different this time is that there are so many more of them. As Dinesh D'Souza argues in "The Virtue of Prosperity", today millions of families "have triumphed against necessity; they are, by any historical standard, rich. So they are ready to pursue happiness, but this is where the problem begins: they don't know where to find it."

For all the existential angst that may go with being rich, there is no evidence to suggest that those with money would rather be without. Yet there are specific problems associated with being, and particularly with becoming, exceptionally wealthy. The world's leading private banks now encourage some of their clients to seek advice from psychoanalysts on their relationship with their wealth.

There has been plenty of publicity about "sudden-wealth syndrome" (also known as "affluenza")-evidence mainly of the fact that comparatively indigent journalists like to write about the new rich having a bad time, despite their fast cars and swanky houses. Sudden-wealth syndrome was named by Stephen Goldbart and Joan Di Furia, two Californian psychologists, who in 1997 set up the Money, Meaning & Choices Institute (MMCI) to explore the "psychological opportunities and emotional challenges of having and inheriting money". With the popping of the dotcom bubble, they have also been quick to offer help with "sud-den-loss-of-wealth syndrome".

«Twenty-nine-year-olds in Silicon Valley were finding that, suddenly, they never needed to work again, and started asking, 'what is the purpose of their wealth and life?' », says Ms Di Furia. For many of the new rich, wealth meant a leap in social class. "They had no expectation of wealth, nor history of knowing how to live with it." The American dream has always been about the possibility of personal advancement up the social scale, but "traditionally the dream was really about going from working class to middle class, not working class to rich-and certainly not within a few years," says Mr Goldbart. "Car, house, work, the whole way of life-the new rich have often undergone a radical change in identity." Compared with the old wealthy, the new rich are "more guilt-ridden and sympathetic to the plight of ordinary Americans", says Mr Goldbart.

Though the bursting of the dotcom bubble has made some MMCI clients a lot less wealthy, most are still rich by any definition. But gone is the belief that "instant wealth automatically accompanies hard work and good ideas," says Andre Delbecq, a management professor at the University of Santa Clara Business School. "It was a wake-up call to a generation who grew up in affluence," teaching the new rich a lesson about the fragility of wealth that their parents and grandparents learned from the Great Depression and the second world war, says Mr Delbecq, who now offers a course in "spirituality and business" to Silicon Valley executives searching for a deeper meaning.

It is not only dotcom billionaires that find their new riches a mixed blessing. Sports stars and entertainers can suffer from an even greater sense of dislocation, because they are often physically removed from their familiar surroundings and spend life on the road. Marcus Camby, a basketball star at the New York Knicks, pays a salary to a childhood friend to live in his mansion and keep him company.

## **Comprehension**

Select the best title for each paragraph

- Paragraph A
- 1 Money is no miracle cure for all human ills
  - 2 Ready to pursue happiness
  - 3 Millions of families have become rich
  - 4 The problem begins
- Paragraph B
- 1 To be or not to be
  - 2 A visit to a psychoanalitict is a way out
  - 3 The rich do not mind the problems which go withmoney
  - 4 No evidence that the rich also cry
- Paragraph C
- 1 A sudden-wealth syndrome
  - 2 The new rich have a bad time
  - 3 Emotional challenges the money bring
  - 4 The sudden-loss-of wealth syndrome
- Paragraph D
- 1 The purpose of wealth and life
  - 2 A leap in social class
  - 3 The American Dream and the new rich
  - 4 A radical change in identity
- Paragraph E
- 1 Instant wealth does not automatically accompany hard work and good ideas
  - 2 A wake-up call
  - 3 A search for a deeper meaning
  - 4 The bursting of the dotcom bubbleExc.2

## **Vocabulary**

**Find synonyms to these words in the text:**

A lot of; wonder; treatment; an interesting investigation; to search for; poor; study; aim; jump.

**Use these words in your own sentences.**

**Complete the sentences using these words from the text**

An abundance of money	miracle cure	to pursue happiness	the existential
angst	sudden-wealth syndrome	swanky houses	affluence

1. The new rich - like each generation of the wealthy before them - are discovering that....

2. Today millions of families are, by any historical standard, rich and are ready ...,

but they don't know where to find it.

3. For all ....., there is no evidence to suggest that those with money would rather be without.

4. A lot has been written about ....- evidence of the fact that comparatively indigent journalists like to write about the new rich having a bad time, despite their ...

5. It was a wake-up call to a generation who grew up ....

### **Speaking**

#### **Discuss these questions with a partner:**

Do you think an abundance of money is a miracle cure for all human ills? Why or why not? What is a "sudden-wealth syndrome" (also known as "affluenza")?

### **Writing**

**Imagine you are a journalist. Write an article under the headline «The rich also cry (?)».**

**Give your reasons why you think the rich also cry or the reasons they don't.**

**Try to include words and phrases from the text. These phrases will help you to organise your article**

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

## **Unit 13. *Bad heir days 1***

**(from The Economist June 16<sup>th</sup>, 2001, p. 16**

### **Read the text:**

Without the need to work, wealthy people's children can become demotivated and purposeless. They can find it difficult to develop an appreciation of the value of money because they have never been short of it. They can also feel crushed by the pressure to match the achievements of the creator of the wealth they are enjoying, not least from the family itself. "Being in the shadow of a great wealth creator can be a huge burden," says Mr Scott.

Teams of lawyers and psychologists often have to guide adult children who inherit a business through family minefields. Sometimes the challenge is to talk siblings or cousins out of killing each other. Professional help should perhaps be more widely used, says Mr Scott. "Psychological counselling is probably very helpful to inheritors of wealth. American families may accept this more easily, but we as a nation are not the first to pick up the phone to our analyst."

America's new rich are more fearful than their counterparts elsewhere that their children will be deprived of the work ethic to which they themselves attribute their success. At the same time they disdain the idle rich produced by old wealth, such as

the European aristocracy and the kids descended from the East Coast tycoons of the early 20th Century. According to a recent survey around 50% Americans fear that their children's initiative and independence will be undermined by having material advantages. Some 80% want their kids to find a satisfying career, and 65% want them to earn enough to support themselves entirely through their own work. But most of them accept that this is an uphill struggle. How can a child be taught that money is a scarce commodity when the most clinching reason for turning down a request, "We can't afford it", patently does not apply?

Rich American parents, it seems, try to toughen up their children by making them do household chores. According to the survey, 99% of the poor little dears are expected to tidy their own rooms, 85% to take out the rubbish, 83% to set the table and do the dishes. Perhaps more significantly, 77% are expected to take part-time or summer jobs while at high school, and 81% to contribute to the cost of college education by working part-time. Parents are also waiting until their children are more mature before handing over wealth, the survey found that the average age at which rich children gain control of money passed to them through a trust is the current hot fad is the "incentive trust", which makes inheritance conditional on the heir behaving. The conditions can be onerous, with a "hand beyond the grave" guiding everything from choice of university course, career and spouse to avoiding and curing substance abuse.

Most of the leading private banks offer "sons and daughters" events to educate rich kids about wealth. A growing number of family limited partnerships are being created which allow children to work alongside parents in managing the family fortune without actually getting control of the money. Such schemes provide a tax-efficient way of transferring wealth between generations.

### **Comprehension**

#### **Choose the best ending for each sentence**

a) Wealthy people's children can ...

1. feel crushed by the pressure to match the achievements of the creator of the wealth they are enjoying.
2. become demotivated and purposeless.
3. find it difficult to develop an appreciation of the value of money.
4. live without the need to work

b) Teams of lawyers and psychologists talk to the heirs

- 1 about who runs the firm.
- 2 out of killing each other.
- 3 about who gets bought out.
- 4 about whose spouse or child goes on the payroll.

c) The rich want their children...

1. to be motivated and independent.
2. to find a satisfying career .
3. to earn enough to support themselves entirely .
4. to be the idle rich.



d) The children of the rich are expected to ...

1. to tidy their own rooms and to take out the rubbish
2. to set the table and do the dishes.
3. to take part-time or summer jobs while at high school
4. to contribute to the cost of college education by working part-time.

e) The children of the rich ...

1. attend "sons and daughters" events.
2. work alongside parents in managing the family fortune
3. do not get control of the money .
4. do not let the family money go to an ex-spouse .

**Match the words with their definitions**

- |                 |   |
|-----------------|---|
| 1. appreciation | a) something you dislike or worry about because it is very difficult to deal with         |
| 2. siblings     | b) to withhold something or take it away from someone                                     |
| 3. deprive      | c) to think that someone or something is not important and does not deserve any respect   |
| 4. disdain      | d) to make something or someone become gradually less effective, confident, or successful |
| 5. undermine    | e) your brothers and sisters  |
| 6. scarce       | f) a husband or wife  |
| 7. commodity    | g) not much or many; rare; difficult to find  |
| 8. onerous      | h) something that can be bought or sold, something that is useful or necessary            |
| 9. spouse       | i) to treat someone in a cruel or violent way   |
| 10. abuse       | j) the feeling you have when you are grateful to someone                                  |

**Complete the sentences with these words**

- 1) The conditions may be.....with a "hand beyond the grave".
- 2) They .....the immigrants of their rights.
- 3) At the same time they.....the idle rich produced by old wealth such as the European aristocracy.
- 4) Business confidence was.....by series of major failures.
- 5) There's sometimes.....rivalry for the parents' attention.
- 6) Fresh water and medicines were.....in the flooded region.
- 7) Time is our most valuable.....
- 8) Prisoners reported being regularly .....by their guards.
- 9) This is just a small token of our.....

**Writing and speaking**

**There is a list of worries among affluent parents about the effect of their wealth on their children in the text. Can you add to the list? Put figures from 1 to 10 next to these worries to show how important you think they are.**

Poor little rich kids

Worries among affluent parents about the effect of their wealth on their children,

Too much emphasis on material things

Naive about the value of money

Spend beyond their means  
Have their initiative ruined by affluence  
Not do as well financially as you would like  
Not do as well financially as you have  
Hard time taking financial responsibility  
Resented because of their affluence  
Suffer from your not being around  
Bate or marry someone who wants affluence  
Limited exposure to non-affluent people  
Feel they have big shoes to fit and will fail

**Give a 2-minute presentation on the worries affluent parents feel about the effect on their wealth on their children using the list above and the material of the text.**

**Remember to:**

give reasons for your ideas  
use conditional tenses

### **Writing**

**You are David Rockefeller... Write a letter to your son warning him of the dangers of being rich.**

**Use words and phrases from the text. Include some of these words and phrases:**

*Even though, because of, despite, however, unfortunately, but*

## **Unit 14. *Bad heir days 2*** (from *The Economist* June 16<sup>th</sup>, 2001, p. 16-17)

### **Read the text:**

Many of America's new rich are seriously considering an extreme solution to the work-ethic problem: handing over only a little, if any, of their money to their children. But most wealthy families in other countries would consider that a counsel of despair. Much more than their American counterparts, they regard being able to pass wealth down the generations as one of the benefits of getting rich. Besides, this option is typically open only to the person who created the wealth and can do with it as he wishes. Second and later generations would find it difficult withholding money that was given to them rather than earned by them.

Bill Gates, it is said, plans to leave only \$10 m each to his two children, a tiny proportion of his fortune. But even that might be enough to demotivate them. For most people, it would be plenty to live on without ever doing a stroke of work. According to the us Trust survey, rich parents reckon that the motivation of an heir will start to be affected once they pass on more than about \$3.4m.

The new rich might usefully learn from one of the few American family dynasties that has coped well with its fortune. According to David Rockefeller, the 86-year-old grandson of John D. Rockefeller, who made a vast amount of money in

the oil business a century or so ago, "How you bring up children is crucial. If they have a sense of responsibility, you do not have to worry about how the money will affect them. My parents brought us up to know that with opportunity comes responsibility." For the Rockefellers, one of their biggest responsibilities is philanthropy. A growing number of the new rich are hoping that this may offer a solution to their problems too.

### **Comprehension**

**Select the best title for each paragraph**

Paragraph A

1. An extreme solution
2. A counsel of despair
3. One of the benefits of getting rich
4. Do as you wish.

Paragraph B

1. A tiny proportion of the fortune
2. It is enough to demotivate
3. Plenty to live on without ever doing a stroke of work
4. The motivation starts at about \$3.4m.

Paragraph C

1. An American family dynasty that has coped well with its fortune
2. A sense of responsibility
3. With opportunity comes responsibility
4. Philanthropy is the biggest responsibility

### **Vocabulary**

**Match the words and their definitions:**

- |                  |  |
|------------------|--|
| 1. counsel       | a) mainly spoken to believe that something is true |
| 2. a counterpart | b) someone who has the same job or purpose         |
| 3. to withhold   | c) to deliberately not give something to someone   |
| 4. tiny          | d) extremely small                                 |
| 5. reckon        | e) to give someone advice and help with problems   |
| 6. crucial       | f) something that is extremely important           |

**Complete the sentences with these words.**

- 1) We believe the question being investigated by the Commission is one of.....importance to the country.
- 2) She has spent about five years ..... victims.
- 3) The prime minister is meeting his German .....
- 4) I .....there's something wrong with him.
- 5) The floor was covered in .....bits of paper.
- 6) Several nations decided .....their support for the treaty.

### **Speaking**

**You are a journalist. Interview Bill Gates about his plans for his children. You should talk for about 2 minutes.**

**Ask about:**

1. His views on wealth
2. Who his children are
3. His fears for their future
4. Measures he takes to protect them

### **Writing**

**Imagine you are a new rich. Write an article about how the children should be brought up.**

**Include the following headings in your article:**

- 1 The wealth created
- 2 The wealth inherited
- 3 The fears
- 4 The responsibilities

Try to include words and phrases from the texts. These phrases will help you to organise your report

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

*Finally, in conclusion, furthermore*

## ***Unit 15. The new workforce. Knowledge workers are the new capitalists***

**(from *The Economist*, November 3<sup>rd</sup>, 9<sup>th</sup>, 2001, p.8-10)**

### **Read the text**

The only fast-growing group in the workforce are "knowledge workers"- people whose jobs require formal and advanced schooling. They now account for a full third of the American workforce, outnumbering factory workers by two to one. The terms "knowledge industries", "knowledge work" and "knowledge worker" are only 40 years old. Now everyone uses them, but as yet hardly anyone understands their implications for human values and human behaviour, for managing people and making them productive, for economics and for politics. What is already clear, is that the emerging knowledge society and knowledge economy will be radically different from the society and economy of the late 20th century.

First, the knowledge workers, collectively, are the new capitalists. Knowledge has become the key resource, and the only scarce one. This means that knowledge workers collectively own the means of production. They are also capitalists in the old sense: through their stakes in pension funds and mutual funds, they have become majority shareholders and owners of many large businesses in the knowledge society.

High-knowledge workers such as doctors, lawyers, scientists, clerics and teachers have been around for a long time, although their number has increased exponentially in the past 100 years. The largest group of knowledge workers, however, took off only after the second world war. They are knowledge technologists—people who do much of their work with their hands but whose pay is determined by the knowledge

between their ears, acquired in formal education rather than through apprenticeship. They include x-ray technicians, physiotherapists, ultrasound specialists, psychiatric case workers, dental technicians and scores of others.

Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuing education throughout their working lives to keep their knowledge up to date.... Over the next few decades, educational institutions to prepare knowledge technologists will grow rapidly in all developed and emerging countries, just as new institutions to meet new requirements have always appeared in the past. What is different this time is the need for the continuing education of already well-trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops....

Knowledge is unlike traditional skills, which change very slowly. ...Knowledge rapidly becomes obsolete, and knowledge workers regularly have to go back to school. Continuing education of already highly educated adults will therefore become a big growth area in the next society. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programmes, and in any number of places, from a traditional university to the student's home. The information revolution, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers.

Although the emergence of knowledge as an important resource increasingly means specialisation, knowledge workers are highly mobile within their specialism. They think nothing of moving from one university, one company or one country to another, as long as they stay within the same field of knowledge. Knowledge workers may have an attachment to an organisation and feel comfortable with it, but their primary allegiance is likely to be to their specialised branch of knowledge.

Knowledge is non-hierarchical. Either it is relevant in a given situation, or it is not. An open-heart surgeon may be much better paid than, say, a speech therapist, and enjoy a much higher social status, yet if a particular situation requires the rehabilitation of a stroke victim, then in that instance the speech therapist's knowledge is greatly superior to that of the surgeon. This is why knowledge workers see themselves not as subordinates but as professionals, and expect to be treated as such. Money is important to knowledge workers, but they do not accept it as the ultimate yardstick. In sharp contrast to yesterday's workers, to whom a job was first of all a living, most knowledge workers see their job as a life.

### **Comprehension**

#### **Select the best title for each paragraph**

Paragraph A

1. The emerging knowledge society
2. New terms
3. The implications are not clear
4. People whose jobs require formal and advanced schooling

Paragraph B

1. Knowledge is the key resource.
2. Knowledge workers own the means of production
3. Knowledge workers have become majority shareholders

4. Knowledge workers are owners of many large businesses
- Paragraph C
1. An old and a new group of knowledge workers
  2. Their pay is determined by the knowledge between their ears
  3. The largest group of knowledge workers
  4. Knowledge technologists
- Paragraph D
1. Two main needs
  2. Formal and continuing education
  3. New educational institutions
  4. Schooling never stops in knowledge society
- Paragraph E
1. Knowledge rapidly becomes obsolete
  2. Continuing education of highly educated adults
  3. Education in non-traditional ways
  4. From weekend seminars to online training programmes
- Paragraph F
1. Knowledge workers are highly mobile
  2. Moving from one university, one company or one country to another
  3. Allegiance to a branch of knowledge
  4. Knowledge means specialisation within specialism
- Paragraph G
1. Knowledge is non-hierarchical
  2. Knowledge is either it is relevant or not
  3. Knowledge workers see themselves not as subordinates but as professionals
  4. Most knowledge workers see their job as a life not as a living

### **Vocabulary**

#### **Divide these occupations into two groups**

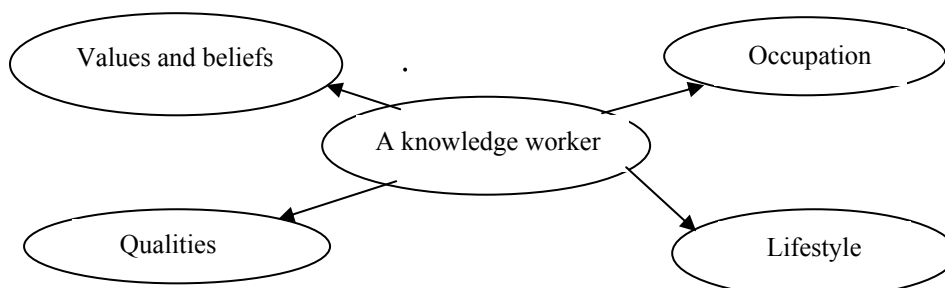
- 1) high-knowledge workers which have been around for a long time
- 2) knowledge workers, however, barely existed until the start of the 20th century

a doctor, a lawyer, a scientist, a cleric, a teacher, an x-ray technician, a physio-therapist, an ultrasound specialist, a psychiatric case worker, a dental technician, a medical technologist, an open-heart surgeon, a speech therapist, a business managers, a university teacher, a museum director

**Add to both lists as many professions as you can.**

## Writing and speaking

What makes a knowledge worker? Fill out the spider web and explain your ideas:



**Discuss these questions with your partner:**

- Why are knowledge workers, collectively, the new capitalists?
- In which way will educational institutions to prepare knowledge technologists will change in the nearest future?
- Why will continuing education become so important?
- In which way do knowledge workers differ from yesterday's workers in their attitude to mobility, social status, attachments, money, their job?

## Writing

You are a journalist. Write an article «Knowledge society. Are we prepared for it?» and give 5 features which are typical for it.

Use the material of the text.

Include some of these words and phrases to help you to organise your article:

*Firstly, in addition, besides*

*But, however, although*

*In my opinion, I believe, I consider*

## **Unit 16. *Ever up-wards and the price for success***

(from *The Economist*, November 3<sup>rd</sup>-9<sup>th</sup>, 2001, p.12-13)

### Read the text:

The knowledge society is the first human society where upward mobility is potentially unlimited. Knowledge differs from all other means of production in that it cannot be inherited or bequeathed. It has to be acquired anew by every individual, and everyone starts out with the same total ignorance.

Knowledge has to be put in a form in which it can be taught, which means it has to

become public. It is always universally accessible, or quickly becomes so. All this makes the knowledge society a highly mobile one. Anyone can acquire any knowledge at a school, through a codified learning process, rather than by serving as an apprentice to a master.

Until 1850 or perhaps even 1900, there was little mobility in any society. In most societies, if the father was a peasant, the son was a peasant, and the daughters married peasants. By and large, the only mobility was downward, caused by war or disease, personal misfortune or bad habits such as drinking or gambling.

Even in America, the land of unlimited opportunities, there was far less upward mobility than is commonly believed. The great majority of professionals and managers in America in the first half of the 20th century were still the children of professionals and managers rather than the children of farmers, small shopkeepers or factory workers. What distinguished America was not the amount of upward mobility but, in sharp contrast to most European countries, the way it was welcomed, encouraged and cherished.

The knowledge society takes this approval of upward mobility much further: it considers every impediment to such mobility a form of discrimination. This implies that everybody is now expected to be a "success"-an idea that would have seemed ludicrous to earlier generations.

In 1958 John Kenneth Galbraith first wrote about "The Affluent Society". This was not a society with many more rich people, or in which the rich were richer, but one in which the majority could feel financially secure. In the knowledge society, a large number of people, perhaps even a majority, have something even more important than financial security: social standing, or "social affluence".

The upward mobility of the knowledge society, however, comes at a high price: the psychological pressures and emotional traumas of the rat race. There can be winners only if there are losers. This was not true of earlier societies. The son of the landless labourer who became a landless labourer himself was not a failure. In the knowledge society, however, he is not only a personal failure but a failure of society as well.

Japanese youngsters suffer sleep deprivation because they spend their evenings at a crammer to help them pass their exams. Otherwise they will not get into the prestige university of their choice, and thus into a good job. These pressures create hostility to learning. They also threaten to undermine Japan's prized economic equality and turn the country into a plutocracy, because only well-off parents can afford the prohibitive cost of preparing their youngsters for university. Other countries, such as America, Britain and France, are also allowing their schools to become viciously competitive. That this has happened over such a short time-no more than 30 or 40 years-indicates how much the fear of failure has already permeated the knowledge society.

Given this competitive struggle, a growing number of highly successful knowledge workers of both sexes—business managers, university teachers, museum directors, doctors—"plateau" in their 40s. They know they have achieved all they will achieve. If their work is all they have, they are in trouble. Knowledge workers therefore need to develop, preferably while they are still young, a non-competitive life and community of their own, and some serious outside interest—be it working as a volunteer in the community, playing in a local orchestra or taking an active part in a small town's local government. This outside interest will give them the opportunity for personal contribution and achievement.



## **Comprehension**

**Find answers to the following questions in the text**

- 1) In which way does knowledge differ from other means of production?
- 2) What makes knowledge society highly mobile?
- 3) Was mobility upward or downward in former times?
- 4) In which way was upward mobility welcomed in the first half of the 20<sup>th</sup> century America?
- 5) In which way is upward mobility welcomed in knowledge society?
- 6) Does the society expect outstanding success from everybody?
- 7) What do knowledge workers get in knowledge society?
- 8) What price do people pay for the upward mobility of the knowledge society?
- 9) What kind of fear has already permeated the knowledge society?
- 10) Which measures knowledge workers should take to fight this fear?

## **Vocabulary**

**Match the word with their definitions**

- |               |   |
|---------------|---|
| 1. inherit    | a) extremely sully, absurd  |
| 2. bequeathe  | b) something that makes it more difficult for someone to do something or more difficult for something to happen |
| 3. impediment | c) extremely violent  |
| 4. ludicrous  | d) to receive property or money from someone who has died   |
| 5. vicious    | e) to give someone money or property after you die by making a legal document called a will                     |

**Complete the sentences with these words.**

- 1) She .....her jewellery to her niece.
- 2) It is .....to suggest that she was a government agent.
- 3) He had a .....temper.
- 4) The size of a service sector is an .....to economic growth.
- 5) He .....his business from his father.

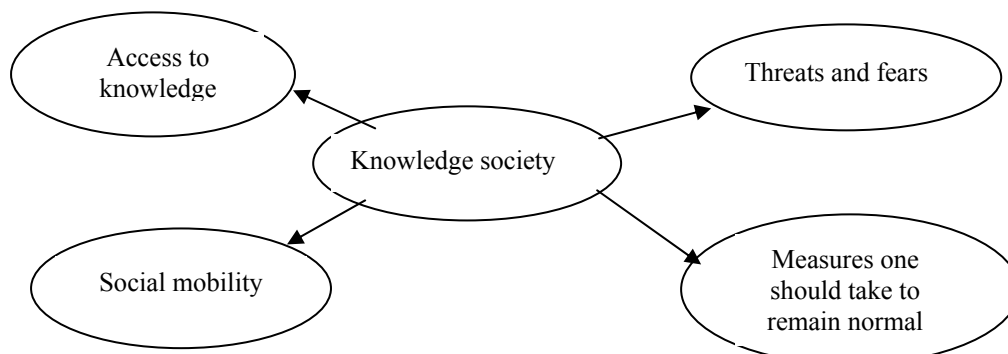
## **Speaking**

**Discuss the following questions with a partner:**

- Knowledge society, its challenges and threats
- The price for social mobility
- Measures a person should take to remain normal

## **Writing and speaking**

**What makes a knowledge society? Fill out the spider web and explain your ideas:**



**Write five entries for a book «How to be successful in a knowledge society».**

**Explain what people should and shouldn't do and give your reasons.**

**Include some of these words and phrases:**

*You should.... It is important..., You shouldn't.... It is essential that.... , remember....*

**Use these notes to help you:**

*attitude to knowledge as a means of production*

*social mobility and social climbers*

*preparedness to be a winner or a loser*

*threats to a person whose life is devoted to work only*

*measures a person should take to combat the threats*

## GLOSSARY

### A

**abolition** – отмена, аннулирование

**abundance** – изобилие

**abuse** – оскорбление; плохое обращение; злоупотребление

**accomplishment** – достижение, *pl.* образованность, воспитание, внешний лоск

**acquire** – приобретать, достигать, овладевать (каким –л. навыком)

**acquisitive** – стяжательский

**acronym** – аббревиатура

**administration** – управление

**adult** – взрослый, совершеннолетний, зрелый человек

**advancement** – продвижение, успех, прогресс

**affiliation** – прием в члены, присоединение

**affliction** – горе, несчастье, бедствие

**affluent** – богатый

**all the rage** – последний крик моды

**allege** – ссылаться ( *в оправдание, доказательство*), утверждать (особ. *без основания*)

**allegiance** – верность, преданность, лояльность

**amass** – собирать, накапливать, копить

**ample** – обильный, достаточный, обширный

**angst** – беспокойство

**anthropology** – наука, изучающая происхождение человека, его развитие, традиции и верования  
**anxiety** – беспокойство, тревога, забота, страстное желание  
**applicant** – претендент, кандидат  
**apply** – обращаться (*за работой, справкой, разрешением*), прилагать, применять  
**appreciation** – оценка, высокая оценка, понимание, признательность  
**apprentice** – учение, подмастерье; новичок  
**apprenticeship** – учение, ученичество  
**armored** – бронированный  
**arrogant** – высокомерный, надменный, самонадеянный  
**artificial** – искусственный  
**ascendant** – восходящий, господствующий  
**aspiration** – стремление, сильное желание  
**assets** – *pl.* активы  
**assumption** – предположение, допущение, присвоение, принятие на себя  
**attachment** – привязанность, преданность  
**attain** – достигнуть, добиться  
**attorney** – министр юстиции в США, адвокат, юрист, прокурор  
**attribute** – приписывать (*чему-л.*), относить (*за счет чего-л.*)

## **В**

**background** – истоки, происхождение, биографические данные  
**backlash** – неблагоприятная реакция (*на политическое событие*)  
**beget** – рождать, производить, порождать  
**benefit** – выгода, польза  
**bequeath** – завещать, передавать потомству  
**bias** – предубеждение, предвзятость  
**bond market** – рынок ценных бумаг с фиксированным процентным доходом  
**by and large** – в общем и целом  
**bygone** – прошлый

## **С**

**celebrity** – знаменитый человек, знаменитость  
**cherish** – лелеять (*надежду, мысль*), заботливо выращивать (*растения*), нежно любить  
**cleric** – духовное лицо, церковник  
**clinching (reason)** – *зд.* окончательный  
**codify** – кодифицировать, приводить в систему  
**cognitively** – познавательно  
**commodity** – предмет потребления; товар  
**comprise** – включать, заключать в себе, охватывать  
**conceivable** – мыслимый, постижимый, возможный  
**concern** – забота, беспокойство, огорчение; участие, интерес; дело; значение  
**condemnation** – осуждение, приговор  
**connotation** – дополнительное значение; то, что подразумевается  
**connote** – иметь дополнительное значение; *разг.* Означать  
**conspicuous** – видный, заметный, бросающийся в глаза  
**consumption** – потребление, расход, сфера потребления  
**contemporary** – современный, одного возраста, эпохи

**content** – довольный  
**correlate** – находиться в связи, в определенном соотношении; устанавливать соотношение  
**correlation** – взаимосвязь, соотношение; взаимозависимость  
**crammer** – репетитор, натаскивающий к экзамену  
**crucial** – решающий (о моменте, опыте), критический (*о периоде*)  
**currently** – на текущий момент

## D

**de facto** – *лат.* на деле, фактически, де-факто  
**decline** – приходиться в упадок, ухудшаться; уменьшаться, идти на убыль  
**decrease** – уменьшение, убывание, понижение, спад  
**defeat** – наносить поражение, расстраивать (*планы*); разрушать  
**demise** – передача имущества по наследству, сдача имущества в аренду  
**depict** – рисовать, изображать; описывать, обрисовывать  
**deprivation** – потеря, лишение  
**deprive** – лишать;  
**derision** – высмеивание, осмеяние  
**derive** – происходить, получать, извлекать  
**derogatively** – унижительно, умаляющее (*заслуги, репутацию*)  
**derogatory** – умаляющий, нарушающий (*права и т.п.*), унижительный  
**descent** – происхождение  
**descendant** - потомок  
**designate** – указывать, характеризовать, определять, обозначать  
**desperate** – отчаянный; доведенный до отчаяния, безрассудный  
**diligently** – прилежно, усердно, старательно  
**disdain** – презирать; считать ниже своего достоинства; смотреть свысока  
**dislocation** – расстройство, неувязка, нарушение  
**disparity** – неравенство, несоответствие  
**dispense with** – обходиться без *чего-либо*  
**distinction** – различие, отличие, разница; отличительная особенность  
**distribution** – распределение, распространение  
**diversion** – отклонение, отвлечение внимания  
**donate** – дарить, жертвовать  
**dotcom** – относящийся к компании, которая осуществляет бизнес через интернет  
**drastic** – решительный, крутой, радикальный  
**drift** – относиться, перемещаться по ветру, течению; дрейфовать  
**due to** – благодаря

## E

**efficiency** – эффективность, действенность  
**eliminate** – устранять, исключать; уничтожать; игнорировать  
**embarrassing** – стеснительный, смущающий  
**emerge** – появляться, возникать  
**emergent** – неожиданно появляющийся, внезапно всплывающий  
**emulate** – соревноваться, стремиться превзойти; соперничать; подражать  
**enable** – давать возможность *или* право; облегчать  
**endeavor** – попытка, стремление

**ensure** – обеспечивать, гарантировать; ручаться  
**entail** – влечь за собой, навлекать  
**entrepreneurship** – предприниматель  
**espouse** – поддерживать (*идею*), отдаваться (*какому-л. делу*)  
**esteem** – уважение  
**evident** – очевидный, ясный  
**executive** – исполнительный, административный  
**existential** – *книж.* относящийся к существованию, реальности; *филос.*  
экзистенциальный  
**expanded** – расширенный, распространенный  
**exponentially** – показательно  
**expose** – выставлять, подвергать  
**extend** – простирать(ся), тянуть(ся), вытягивать, распространять (*влияние*)  
**extension** – вытягивание, протяженность, расширение, продолжение, развитие  
**exuberant** – буйный, пышно растущий, бьющий через край

## F

**fatigue** – усталость, утомление  
**favor** – благосклонность, расположение, одобрение  
**fervent** – горячий, пылкий, пламенный;  
**fiscal year** – финансовый год  
**flashy** – сверкающий  
**flunkey** – ливрейный лакей  
**forthcoming (book)** – книга, которая скоро выйдет  
**fragility** – хрупкость, ломкость; недолговечность  
**freshman** – первокурсник

## G

**gain favors** – получить покровительство  
**gamble** – азартная игра; рискованное предприятие, авантюра  
**graduate student** – аспирант  
**gratuitously** – беспричинно

## H

**hand over** – передача из рук в руки  
**hence** – отсюда, с этих пор, следовательно  
**hereditary** – наследственный  
**hostility** – враждебность  
**households** – семья, домохозяйства

## I

**ignorance** –  
**illiteracy** – неграмотность, безграмотность  
**impact** – удар, толчок, импульс  
**impediment** – препятствие, помеха, задержка  
**implications** – то, что подразумевается, подтекст, смысл  
**imply** – заключать в себе, значить; подразумевать, предполагать  
**impose** – облагать (*налогом*); налагать (*обязательства*)  
**impoverished** – доведенный до бедности, обнищания

**in terms** – на языке, с точки зрения  
**inclusion** – присоединение, включение  
**inclusive** – включающий в себя, содержащий  
**income** – доход, приход, заработок  
**indigent** – нуждающийся, бедный  
**indolence** – леность, праздность  
**indulge** – позволять себе удовольствие, баловать, потокать  
**inextricable** – сложный, запутанный; неразрешимый, безвыходный  
**infinite** – бесконечный, безграничный; несметный  
**inherited** – унаследованный  
**initial** – начальный, первоначальный  
**inquiry** – вопрос; исследование; *ком.* спрос  
**insulting** – оскорбительный

## **J**

**jet-setters** – элита, сливки общества, «денежные мешки»

## **L**

**lack** – недостаток, нужда; отсутствие  
**launch** – выпустить; пускать в ход, предпринимать  
**leap** – прыжок, скачок  
**legacy** – наследство  
**likelihood** – вероятность  
**live down** – иметь квартиру по месту службы  
**loose** – неточный, неопределенный, слишком общий  
**ludicrous** – смешной, нелепый, смехотворный

## **M**

**mediocre** – посредственный, заурядный  
**meritocracy** – система, при которой положение человека в обществе определяется его способностями  
**mingle** – вращаться в обществе, смешивать(ся)  
**minefield** – *воен.* минное поле  
**mobility** – подвижность, мобильность; непостоянство, изменчивость  
**mortgage** – заклад, ипотека, закладная

## **N**

**net** – чистый доход  
**nobility** – дворянство, родовая знать; титулованная аристократия

## **O**

**obsess** – овладеть, преследовать, мучить (о навязчивой идее и т.п.)  
**obsolete** – вышедший из употребления; изношенный  
**offensive** – оскорбительный, обидный  
**on tap** – готовый к немедленному употреблению, находящийся под рукой  
**onerous** – обременительный, затруднительный, тягостный  
**oppressive** – гнетущий, тягостный  
**oppose** – противопоставлять, оказывать сопротивление, выступать против

**ostentatious** – показной, нарочитый  
**outnumber** – превосходить численно  
**overly** – чрезмерно

## **P**

**patently** – открыто, явно, очевидно  
**payroll** – платежная ведомость  
**peerage** – сословие пэров, знать  
**pejorative** - уничижительный  
**perceive** – воспринимать, осознавать, чувствовать, различать  
**permeate** – проникать, проходить сквозь, пропитывать  
**plight** – обязательство  
**plutocracy** – плутократия  
**pop** – трескаться; хлопать, выстреливать  
**precursor** – предшественник  
**pre-nuptial** – добрачный, до свадебный  
**prevalent** – (широко) распространенный; преобладающий  
**prohibitive** – чрезмерно, непомерно высокий (*о цене*)  
**prominence** – выдающееся положение, известность  
**prosper** – процветать, преуспевать, благоденствовать  
**provide** – обеспечивать, предоставлять, запасать  
**pursue** – преследовать, следовать неотступно, гнаться  
**pursuit** – преследование, погоня

## **R**

**reap** – пожинать плоды  
**reckon** – считать, подсчитывать, подводить итог  
**redundant** – излишний, чрезмерный, лишний  
**refined** – утонченный, изящный  
**refinement** – очищение, обработка, отделка, повышение качества; усовершенствование  
**reflect** – отражать  
**refute** – опровергать  
**regent** – член правления в некоторых американских университетах  
**relevant** – уместный, относящийся к делу  
**remuneration** – вознаграждение, оплата, компенсация; заработная плата  
**restrict** – ограничивать  
**retain** – удерживать, поддерживать; сохранять; помнить  
**reticent** – сдержанный, скрытный, умалчивающий  
**revenue** – годовой доход  
**reverse** – перевертывать; изменять; поворачивать в противоположном направлении  
**rigid** – жесткий, негибкий, твердый  
**rival** – соперничающий, конкурирующий  
**roughly** – грубо, приблизительно

## **S**

**salience** – выпуклость, выступ, клин  
**scarce** – недостаточный, скудный

**score** – два десятка  
**secure** – охранять, гарантировать; обеспечивать безопасность  
**seek (sought)** – искать; разузнавать  
**self-possessed** – имеющий самообладание, хладнокровный, выдержанный  
**servitude** – рабство, порабощение  
**share price** – цена акций  
**shareholder** – акционер, пайщик  
**shed (shed)** – терять, ронять  
**siblings** – брат *или* сестра; дети одних родителей  
**signify** – значить, означать  
**slouch** – неуклюже держаться, сутулиться  
**spouse** – супруг, супруга  
**squalor** – грязь, нищета, убожество  
**squeeze** – *разг.* давление, принуждение; тяжелое положение, затруднение  
**stake** – доля, участие (*в прибыли*)  
**staple** – главная тема разговора  
**steadfast** – твердый, устойчивый, стойкий, непоколебимый  
**stigma** – позор, пятно  
**stock-market** – фондовая биржа, уровень цен на бирже  
**strain** – напрягать, переутомлять, злоупотреблять  
**stratum** – слой (*общества*)  
**stroke** – удар; усилие, отдельное движение  
**subjective** – субъективный  
**subordinate** – подчиненный, второстепенный; низший  
**subsequent** – последующий  
**successor** – преемник, наследник  
**sufficient** – достаточный  
**suffrage** – право голоса, избирательное право  
**supply of wants** – удовлетворение запросов  
**sustain** – поддерживать, подкреплять  
**swanky** – шикарный, модный, щегольской

## T

**take over** – принимать (*должность*) от другого; вступать во владение  
**talk out of** – отговорить, разубедить  
**threshold** – *перен.* преддверие, отправной пункт, начало  
**transaction** – дело, сделка  
**trend** – направление, тенденция  
**trendy** – вызывающе модный  
**trickle** – течь тонкой струйкой, сочиться  
**tumble** – падать, рушиться  
**tycoon** – промышленный или финансовый магнат

## U

**ultimate** – последний, конечный, окончательный  
**unappreciative** – непонятный, недооцененный  
**undergo** – испытывать, переносить, подвергаться  
**undermine** – подкапывать, разрушать  
**underwrite** – подписывать(ся), гарантировать; подтверждать (*письменно*)



**unionized jobs** – объединенные в профсоюзы профессии  
**urban** – городской

## V

**valuable** – имеющий денежную стоимость  
**vanish** – исчезать, пропадать  
**viciously** – порочно, ошибочно, неправильно  
**view** – рассматривать, оценивать, судить

## W

**welfare state** – система, при которой государство проводит мероприятия по  
улучшению условий своих граждан  
**withhold** – отказывать, воздерживаться

## Y

**yardstick** – *перен.* мерка, критерий

**The course book is addressed to high school students (16-17 years) for the optional course of American Studies**