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READING ENGLISH NEWSPAPERS

Учебное пособие для студентов 3-го курса
английского отделения

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Аннотация

В пособие включены материалы из английских газет, посвященные актуальным проблемам современного общества. Тексты не адаптированы и предназначены для студентов 3-4 курсов английского отделения филологического факультета. Система упражнений помогает студентам лучше понять специфику языка прессы и усвоить предложенный лексический и грамматический материал.

Предисловие

В современном мире трудно представить себе человека, который не обращался бы к средствам массовой информации в поисках тех или иных сведений. Авторы пособия постарались выбрать наиболее интересные статьи, рассказывающие об явлениях и тенденциях современной жизни Англии в различных областях – семья, образование, экология и др., а также попытались помочь изучающим английский язык приобрести знания и умения, необходимые для свободного чтения и адекватного понимания языка газет, который существенно отличается от языка художественной и научной прозы.

Структурно пособие состоит из 6 частей. В первой части студенты знакомятся с типами английских газет и организацией подачи информации в них. В 2-5 частях представлены статьи, сгруппированные по похожим темам, и задания на активизацию и усвоение лексики. В последней части пособия предлагаются дополнительные статьи, представляющие интерес с точки зрения проблематики и языкового материала, содержащегося в них.

Задания к текстам разработаны в соответствии с принципом возрастающей сложности. Они содержат как вопросы на общее понимание прочитанного, так и задания, направленных на развитие спонтанной речи учащихся, что особенно важно для студентов-филологов старших курсов.

Авторы выражают надежду, что предлагаемое пособие будет интересно студентам, интересующимся современным английским языком, а также преподавателям, желающим разнообразить изучаемый материал и привнести «дыхание большого мира» в учебные аудитории.

Part I

How to read the newspaper

Newspapers offer you a wealth of materials to read and study. At their pages you will find articles that inform, educate and entertain you. By reading the newspaper you will find out what is happening all over the world and what are people's reactions to these events. In this part of the book you can learn about some general features of newspapers to help you to read them on your own and enjoy them.

Overview of the newspaper

Newspapers use different devices to help their readers to find information quickly, for example:

- Boxes with the titles of the articles on the front page
- Pages headings
- Headlines

You will find many different types of articles in a newspaper. News articles are typically at the front of the paper. They report current news and political events. On the opinions pages you will find texts expressing positions on current issues. Features articles give background information about the news and may express the viewpoint of the author.

Headlines

Headlines are designed to catch your eye as you look through the newspaper. They typically summarize the focus of an article in a few words. They help you to predict the main ideas of the article, so they are very important in helping you to use the newspaper for your own purposes. Headlines pose special problems in reading. Often, special words like *be* and *the* are left out. Also headlines often contains idioms,

word play or puns because writers try to be witty and attract readers interest. You can meet the following types of headlines:

- Straightforward headlines
- Headlines using word play
- Headlines requiring background knowledge

Exercises

1. Look at the recent issue of a newspaper. List the order of the sections.
2. Look through a newspaper and select four headlines. Predict the subject of each article. Read the article. How many of your predictions were accurate?
3. Cut three articles from a newspaper. Cut off and save the headlines. Exchange your articles with your classmates. Read your article and write your own headline for it. Compare your headlines with the original ones. Which is better and why?

British newspapers

You can divide British newspapers into three broad categories: the popular “red tops” (“The Sun”, “the Mirror” etc.), the “middle market” press such as “The Daily Mail” and “The Daily Express” and the so-called “quality papers” (“The Times”, “The Guardian”, “The Independent” etc.).

“Red tops” are called so because they have a red logo. The content is mostly gossips, sensational news and controversy with lots of stories about celebrities. They are all tabloid, the smallest size of paper. The “middle market” papers are also tabloid and cover more serious issues as well as gossip and controversy. The “quality” papers have traditionally been broadsheet, the largest size of paper, although now many of them are tabloid or other sizes.

The “red tops”

The Daily Mirror

Established: 1903

Published: 7 days a week

Circulation: 1 670 000 during a week

Format: tabloid

Website: www.mirror.co.uk

The Sun

Established: 1964

Published: 6 days a week

Circulation: 3 190 000

Format: tabloid

Website: www.thesun.co.uk

The “middle market”

The Daily Mail

Established: 1896

Published: 7 days a week

Circulation: 2 340 000

Format: tabloid

Website: www.dailymail.co.uk

The Daily Express

Established: 1900

Published: 7 days a week

Circulation: 796 000

Format: tabloid

Website: www.express.co.uk

The “quality” papers

The Times

Established: 1785

Published: 7 days a week

Circulation: 690 000

Format: tabloid, broadsheet

Website: www.timesonline.co.uk

The Guardian

Established: 1821

Published: 6 days a week

Circulation: 400 000

Format: slightly bigger than a tabloid

Website: www.guardian.co.uk

The Telegraph

Established: 1855

Published: 7 days a week

Circulation: 900 000

Format: broadsheet

Website: www.telegraph.co.uk

Exercises

1. Answer the following questions:

Which paper

- has the biggest/smallest circulation?
- is the oldest?
- is the most popular “red top”?
- is the most popular “middle market” paper?
- is published as broadsheet?

2. Complete the sentences using the following words.

Caption, cartoon, circulation, comic strip, crossword, editorial, feature, gossip column, headline, horoscope, obituary, preview, review, supplement, tabloid.

- a. The ... at the top of the page said "TALKS FAIL".
 - b. The newspaper has increased its... by 5000 copies a day.
 - c. He was unhappy by some of the comments in the ... of his latest film.
 - d. I always turn to the ... first. I love reading about the private lives of famous people.
 - e. I like the ... they put below this picture.
 - f. I prefer a ... newspaper because it is a more convenient size.
 - g. They did a full page special ... on poverty in inner city areas.
 - h. She drew a political ... on the front page.
 - i. I must read my ... to see if I am going to have a good day.
 - j. The critics went to a special ... of the musical, which opens next week.
 - k. In his ... it is said he died of a heart attack.
 - l. The guide to the air show came as a free ... to the local newspaper.
 - m. I only need one more word to complete the ...
 - n. If there is an exiting ..., people will keep buying the newspaper to see what happens next.
 - o. There was short but effective ... giving the newspaper's opinion of the new defence policy.
3. Work in groups. Choose one of the headlines below and write an article from
- a. a tabloid newspaper
 - b. a quality newspaper

Compare your articles.

PRINCESS HITS PHOTOGRAPHER
TEACHER TO MARRY STUDENT

4. The following headlines have unexpected meanings. Try to explain them.
 - a. Dinner special: Turkey 6\$, Beef 5\$, Children 3\$.
 - b. A man who almost strangled his wife was given a second chance by the judge.
 - c. Our bikinis are exiting and different. They are simply the tops!
 - d. She died in the home in which she was born at the age of 88.
 - e. For sale. Bulldog. Will eat everything. Love children.
 - f. The death of the prime-minister was the turning point in his life.
 - g. Two cars were reported stolen by the Surrey police yesterday.
 - h. The patient was referred to the psychiatrist with a severe emotional problem.
 - i. Kicking baby considered to be healthy.

5. Discuss the following:
 - a. What is your favourite newspaper? Why do you read it?
 - b. What are the equivalent “red top”, “middle market” and “quality” papers in your country? What sort of information do they contain?
 - c. What makes a good paper?
 - d. Why do you think “red tops” sell more copies than “serious” papers?
 - e. Are you influenced by the papers you read? Do they change your point of view?
 - f. Will people stop reading newspapers in the future?
 - g. Do you think your newspaper reading habits will be the same in the future? Why?

Part II

Family Matters

Unit 1

Prenuptial agreements

I. Pre-reading task

Answer these questions:

1. If two people marry, should they share everything? Or, should one person be allowed to keep part of his/her wealth? What should happen if one person In a marriage inherits property?
2. In today's society, are prenuptial agreements a good idea? Are they recognized in your country?
3. What English expressions do you know that mean a couple has separated or divorced?

II. Reading

Do 'pre-nups' ease the carve-up?

The recent Lords divorce ruling has turned wedding bells into alarm bells for some. But would a pre-nuptial agreement have made any difference to the outcome, asks Patrick Collinson

Patrick Collinson
The Guardian 3 June 2013

Marriage is meant to be for richer, for poorer. But the shockwaves from the House of Lords divorce judgment are ripping

through the wealthy. Lawyers are telling their well-off clients: keep your trousers zipped up, or get a "pre-nup".

Jeremy Levison was the lawyer to tax expert Kenneth McFarlane, who was ordered by the Lords to pay his wife £250,000 a year for life after their 16-year marriage failed.

After the ruling, Levison said: "My advice is: 1. Don't marry. 2. If you do, make sure your other half is as wealthy as you are. 3. Do a pre-nuptial agreement and keep your fingers crossed."

But are pre-nups worth the paper they're written on? Are they for the wealthy only? And how can anyone approach marriage with so little trust that they demand a pre-nup?

New York lawyer Arlene Dubin reckons lovers can, and should, pop the 'p-word' during the early days of dating. A divorcee herself, she has even written a book about it, Prenups for Lovers. She says: "The number one myth is that a pre-nuptial agreement says, 'I don't love you, I don't trust you'. With a pre-nup, you tell your partner everything. You bare your soul. What could be more romantic?"

Tips for raising the subject include telling your lover you were scarred by your parent's separation, or bringing up a celebrity divorce (Paul McCartney, for example). Or just blame your accountant/lawyer for insisting on it.

But if you think this is all a bit too American, you're right. In Manchester, matrimonial finance specialist Peter Woolf of Berg Legal says clients frequently ask about a pre-nup, but few go ahead once he has explained the legal and emotional consequences.

"I tell them they're wrong if they think it will give them much extra protection. It has to be based on a full and frank disclosure of all your assets. It has to be fair to both parties, and both parties need to take separate legal advice. It has to be signed at least 21 days before the marriage, and it has to have regard to any children either may already have. After that, they never go on to approach their future wife and say this is what I want you to sign. And that's because they marry for love."

Pre-nups are not only for heterosexuals. With the introduction of civil partnerships, all the same issues apply to homosexual couples intending to tie the knot. Gino Meriano, founder of PinkWeddings, has helped arrange 800 weddings over the last six months, including his own, the first registered civil partnership in England.

Despite attempts by several legal firms to sell pre-nups, he says the number of civil partners signing a pre-nup is miniscule. "People say gays can't hold down a relationship and therefore a pre-nup is essential. I was told to get one myself because I run a business. But I think it's cold and callous. We've been arranging ceremonies for couples who have been together as long as 35 years already. For them a pre-nup is the opposite of romance."

Will the courts, in any case, pay much attention to a pre-nup? The profession is split on the issue. A quick internet search brings up numerous companies which insist that recent case law is on the side of pre-nups, and that for a fee (£300-£400 is the going rate) they will arrange one.

The more reputable legal firms say the law is less black and white. Andrew Breakwell, partner at Mills & Reeve, cites the case of *K vs K* in 2003, in which a pre-nup was largely upheld. "For over 30 years there have been cases where pre-nuptial agreements have been of some influence in a judgment." But he adds that if there has been any trickery in the agreement, then that agreement is worthless. Judges also pay less attention to them the longer the marriage has lasted and will strike them out if they believe they are unfair.

Resolution, the UK's leading family law group, is calling for pre-nups to be made legally binding. It says: "The starting point is that pre-marital agreements are not enforceable in England and Wales. They are seen to be contrary to public policy because they may undermine the institution of marriage and the ability of the courts to tailor-make financial solutions for families upon marriage breakdown."

But Resolution thinks they should be binding unless they result in significant injustice. It said in a report: "People want certainty and the ability to decide themselves what a fair outcome would be if the

relationship ended. Where a couple choose to make an agreement in the full knowledge of its effect, they should be entitled to have it upheld by the courts."

It may happen sooner rather than later. This week the Law Commission published proposals to give co-habitees more legal protection, but which also proposed opt-out contracts similar in all but name to pre-nups. If opt-outs move on to a firm legal footing, then pre-nups will not be far behind.

Are pre-nups cold and callous, or a necessary evil? We asked Brian Draper, a regular contributor on Radio 4's Thought For The Day, for moral guidance...

Is asking your partner for a pre-nuptial agreement an unwelcome intrusion into the institution of marriage?

The more you have, the more you have to lose - whether that's the love you invest in someone, or the cash and all the other "stuff". Of course you can't put a figure on the worth of unconditional love - for richer, for poorer, and all that - but if we all learned to value the non-tangible benefits of our relationships more highly in our culture, we might fight harder to keep the love, not just the CD collection.

Ultimately, it depends on the spirit in which you enter into a pre-nup - just as it does with a marriage.

If you realise that the pre-nup is a sign that you love your stuff more than your partner, why get married?

Are pre-nuptial agreements an indicator that the couple's marriage is less likely to survive? Is it an indication that you don't have full trust/confidence in the future of the marriage?

It "has" to indicate that you don't have full trust/confidence in the marriage. But a dose of healthy scepticism may, ironically, take you further than a horse-and-carriage-full of naive romanticism.

Again, it's all about the spirit of the agreement. Marriage is a deeply serious business which is entered into far too lightly by far too many. It's not a fleeting episode in the reality TV show of your life; it's

about giving your whole self to someone else, and receiving them, in body, mind and spirit. Before God, ideally.

Would you enter into a pre-nuptial agreement designed to settle financial assets on divorce?

No. But then when I got married, neither of us had much to lose. I'm glad it wasn't ever on the agenda, though. We chose, instead, to prepare for getting married by asking what it means to develop a realistic, enduring, self-giving love for each other. By asking older, wiser people what it takes to stay together; by exploring the Bible for its wisdom and truth about human nature and relationships.

That takes work. But it's worth more than half of any mansion in the country. What's mine is hers, of course - but commitment is surely more valuable than any cash or property you bring to the table. Who knows? I could get mangled in a car accident and need constant attention for the rest of my life; she could develop a debilitating disease... It's far more important to know that we'll both be there for each other, come what may.

We know it's not easy - no one is fallible. No marriage, however loving, is immune from temptation and deception and heartache. But I think you can work harder at a marriage when you know, in your heart, that there's no neat get-out clause. No escape hatch. That you're in this for life. Because "that's" when you find out what life's "really" about.

III. Comprehension work

Indicate if each statement is true or false.

1. Prenups are for partners who do not trust each other.
2. Prenups give partners legal and financial protection in case of divorce.
3. Prenups has to be based on a full disclosure of all your financial affairs.
4. In the UK prenups are not legally binding.

5. Prenuptial contracts are not very popular because of their negative emotional consequences.
6. Before signing a prenuptial agreement, a prospective spouse should hire his or her own lawyer to look it over.
7. A dose of healthy skepticism is necessary before you make any serious decision in your life.
8. Prenups make marriages immune from deception and temptation.

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Юридические последствия, жениться по любви, подписать соглашение, разрыв отношений, сохранить любовь, полное доверие, ценить отношения, отдавать всего себя, человеческая природа, последовать совету, гонорар, призывать к чему-либо, сделать законным, подрывать институт брака.

2. Choose the proper words to complete the sentences.

assets	consequences	case
solicitor	breakdown	inheritance
contract	agreement	

- a. A is a legally binding agreement.
- b. Lawyers help their clients during They often encourage their clients to compromise in order to reach
- c. When a wealthy person dies, the (money and property) usually become part of the dead person's
- d. Each party involved must have separate
- e. Prenuptial are supposed to offer legal and financial solution for families upon marriage

- f. Clients are often reluctant to go ahead with prenups because of emotional

3. Use prefixes to complete these words.

___ romantic
___ just
___ justice
___ fair
___ conditional
___ valid
___ necessary
___ realistic
___ fallible
___ healthy

4. Give the opposite to the following words.

Miniscule, callous, worthless, frank, naïve, to undermine, to uphold, to separate, to disclose, to trust, certainty, confidence, similarity.

5. Explain the meanings of the following expressions.
Use them in the sentences of your own.

- to take legal advice
- a full disclosure
- public policy
- unconditional love
- necessary evil
- naïve romanticism
- healthy skepticism
- enduring self-giving love
- a fleeting episode

6. Explain the meaning of the following idioms. How do they contribute to the effect produced by the text?

- to keep your fingers crossed
- to be worth the paper (smth is written on)
- to bare one's soul
- to be scarred by smth
- to tie the knot
- an escape hatch

7. Fill in the blanks with the proper prepositions.

- to marry ... love
- a marriage ... love
- to blame ... smth
- to be similar ... smth
- to be contrary ... smth
- to call ... smth
- to insist ... smth
- to be ... the side of smb/smith
- ... the full knowledge of smth

V. Discussion prompts

1. Pair work. Discuss with your partner:

If you were a lawyer, would you recommend a prenuptial agreement to these couples:

- Two American teachers are marrying for the first time, their only assets are their engagement and wedding gifts.
- A woman who expects to inherit large business is marrying a doctor.

- A millionaire widower with three grown children is marrying his 19-year-old secretary.
- The bride-to-be owns a valuable collection of impressionist painting.

2. Discuss the following topics. Then choose one of them to write about.

- a. If you were asked to sign a pre-nup, how would you feel about it? Under what circumstances would you agree or refuse?
- b. In your opinion, why is the divorce rate high in some countries and not in others? What factors affect the divorce rate?
- c. Should unmarried couples have the same rights as married people?
- d. Draw up a marital agreement that you and your partner could agree to and live happily with.

Unit 2

Modern mothers

I . Pre-reading task

1. Answer the following questions:
 - a. How do you imagine a perfect mother? Does she work or stay at home? How does she combine home and work duties?
 - b. What are modern women's priorities?
 - c. Are there any problem for working women? What are they?
 - d. How do you see your future? Are you going to have a family? children? Are you going to pursue a career?
 - e. What is more important for a woman: a family or a career? Why?
2. What associations have you got when you hear “a selfish mother”?

II. Reading

Motherhood: selfish mums, sign up here

Kelly Tamsin
The Telegraph 30 May 2014

Can a good mother take 'me' time? Tamsin Kelly finds out

More work choices, homes stuffed with labour-saving equipment and sharing parenthood with men who might even whip up a meal or get up for a crying child. Surely women have never had it so good. But if so, how come we constantly feel inadequate when it comes to motherhood?

In theory, we should have tons more time to spend with our families. In reality, that precious time so often evaporates into a fog of irritation as we ferry our children around, make lists and obsessively check our emails.

The answer, according to a new book, is to be more selfish. *Mothers Need Time-Outs, Too*, co-written by American friends Susan Callahan, Anne Nolen and Katrin Schumann, who have 10 children between them, has the strap line: "It's good to be a little bit selfish - it actually makes you a better mother."

But aren't selfish mothers totally taboo, on a par with women who jaunt off to Spain leaving their kids home alone? Mothers are supposed to be selfless, aren't they?

"When we were researching this book, of the 500 women we talked to not a single woman didn't recoil at the word selfish," says mum-of-three Katrin, who's also an artist and novelist.

"We just don't feel comfortable with the concept of being selfish, because there is now such an ingrained belief that good mothers must be self-sacrificing. But we want to show that a little selfishness goes a long way and isn't all bad.

"Mothers of today have such a high self-imposed standard to live up to - impossibly high, and that's whether you work or not. If you do, you feel you don't deserve time for yourself and should spend all your free time with your kids.

And if you're at home full-time, you feel you're lucky and it's your job to be a mum 100 per cent, 24/7. Most of us have this constant nagging sense of inadequacy and failure, and an inability to go with the flow and enjoy the moment.

"Being a little bit selfish is just common sense. I know my kids are better off if I'm happy. When I'm impatient, resentful and feeling drained, it's not a pretty sight." Katrin and her co-authors aren't talking spa weekends away with girlfriends, but the more achievable little nuggets of time out in a busy day.

"Through talking to mothers from all walks of life, we discovered that all it takes is a small shift in attitude for women to wrestle back a sense of control in their lives," says Katrin, 42.

"Taking a mental break isn't so hard - it's a matter of valuing yourself and making a commitment to your health and happiness. The book's focus is on solutions. We're all different but there are so many tips that at least some of them should resonate with you."

Co-author Anne Nolen, 43, also a mother-of-three and a part-time human resources manager, agrees: "If you take care of yourself, you can take care of everyone else. Give yourself a break and tune into yourself and what you need. Start with a small shift in your day which is going to bring you a little more peace - listening to music, taking a bath not a shower, watching a funny television programme."

The authors are also on a mission to stop mums mentally measuring themselves against others. At the end of each chapter there are "tips from the trenches" from other mums, along with the authors' descriptions of their own personal turning points.

"We want mums to give themselves a break," says mother-of-four Susan Callahan, 43, who struggled to find satisfaction as a full-time parent, having enjoyed the excitement of working for a dotcom.

"I was very stressed and I've had to learn to go slower and appreciate the small things. We all want to be great mothers - without losing ourselves along the way."

TIPS FOR TIME-OUTS

- Steal five minutes: do nothing and enjoy it.
- Delegate and appreciate: let your kids make their own beds, and be satisfied with how they do it.
- Make your mental and physical health a priority: 66 per cent of women never engage in vigorous, physical leisure time activities for more than 10 minutes a week.
- Just say no: decide on your priorities and stick to them.

- Slow down: if you usually take a shower, have a bath. Have a real conversation instead of emailing.
- A blast from the past: what did you love doing as a kid? Eating ice cream? Running in the rain? Drawing? Figure out what you used to love and do it again.
- Do something different and laugh a lot: wear 3in pink stilettos; go on a motorbike; ride a rollercoaster.
-

III. Comprehension work

Indicate if each statement is true or false.

1. The writers of the book “Mothers Need Time-Outs, Too” talked to 1000 women
2. Women have never had so much help with domestic chores before.
3. Children are usually better off if their mums are happy
4. There is an ingrained belief in society that good mothers should be self-sacrificing.
5. Most of women have a constant nagging sense of inadequacy and failure.
6. It is unacceptable to be selfish – it makes you a terrible mother.
7. If you can take care of yourself you can take care of everyone else.
8. The writers of the book have 10 children each.

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Чувствовать неадекватно, в теории/на практике, испаряться, глубоко укоренившаяся вера, самопожертвование, устанавливать стандарты, преследующее чувство, здравый смысл, ценить себя, чувство опустошенности, настроиться на что-то, сравнивать (мерить) себя с другими, поворотная точка, ценить малое, быть верным приоритетам, замедлять/ускорять.

2. Match the words on the left with their definitions on the right.

To jaunt	to harbor negative emotions, to be irritable
Resentful	to ramble here and there, to stroll
Drained	a slight movement or change
Nugget	a hint, small amount of information
Commitment	a transition from a liquid to a gas

Shift	a small piece of smth
Tip	lacking motivation and energy, very tired
To evaporate	being bound to a course of action or people

3. Give synonyms for the following words.

Selfish, labour, irritation, lucky, constant, feel drained, to discover, to wrestle, to focus on, to engage in, to stick to, to figure out smth.

4. Explain the meanings of the following expressions.
Use them in the sentences of your own.

- a strap line
- a total taboo
- 24/7
- to go with the flow
- nuggets of time
- to be from all walks of life
- tips from the trenches
- to be better off

5. Complete the sentences using new vocabulary.

- a. If you take care of yourself
- b. If you are a full-time mother ...
- c. If I am happy
- d. If you feel resentful ...

- e. If you can not tune into ...
- f. If one has high standards to live up to ...

6. Translate these sentences into English.

- a. Материнство никогда не было простым делом.
- б. Дети чувствуют себя более счастливыми, если у них современные и успешные родители.
- в. Если вы чувствуете себя опустошенным, это знак, что пора что-то менять в своей жизни.
- г. Концепция самопожертвования тесно связана в общественном сознании с образом идеальной матери.
- д. Постарайтесь правильно расставить приоритеты и откажитесь от желания все контролировать 24 часа в сутки.

V. Discussion prompts

- 1. Give the summary of the article.
- 2. Discuss the following:

At one time, women were supposed to be taken care of all their lives, first by their fathers and then by their husbands. This also meant that they were controlled by these men. Today, in many countries, women have financial and personal independence and the responsibility of being self-reliant. In your opinion, which way of life is better for women?

- 3. Role play.

Your group has been asked to take part in a debate on the topic “It is easier to be a man than a woman”. Think of 5 reasons in favor of this suggestion and 5 reasons against. Then share your ideas with the rest of the class.

Take a vote to decide if a majority of the group agree with the statemen

Unit 3

Disciplining children

I. Pre- reading task

1. Think of some problems which rearing children can bring about.
2. What associations occur to you when you think of “smacking a child”?
3. Answer the following questions:
 - a. Were you smacked as a child? If so, how did you feel?
 - b. Should parents be allowed to smack their children?
 - c. Should the government interfere into family’s ways and habits?

II. Reading

Striking a pose

The liberal establishment wants to ban smacking, but it's the parents we should trust on how to discipline children.

Anna Atkins

The Guardian 28 November 30 2012

The trouble with the debate on smacking is there has been excess of knee-jerk, emotional reaction and a paucity of logical,

objective thought. In fact, there hasn't really been a debate at all. Mostly contributions on the level of, "My mother walloped all of us and it never did us any harm," or alternatively, "My father used to beat me really unfairly, and I've hated him ever since."

The voice I've heard most often from those campaigning on the subject runs something like this: "If you'd seen the distressing abuse I've seen, you wouldn't hesitate to make hitting children a criminal offence." It's a powerful appeal. But it isn't rational. Abusing children is already a criminal offence. If the law can't stop it now, it won't stop it if we make smacking illegal. But that's not to say it won't have any effect. It certainly will.

But first we should decide on various principles of child rearing, one being whether or not we think incentives and disincentives are legitimate tools in the bringing up of children at all. There are some who think they are not. I have a very close friend who genuinely set out, when she started a family, with the view that any encouragement after a good deed was a form of bribery, and therefore somehow tacky. She would not cuddle, praise or enthuse about her children if they did something that pleased her, because she said they should be encouraged all the time. She certainly didn't believe in "punishment". You simply explain to children, that's all. Just try it.

I'm sorry to say that she was so ragged and exhausted after several children and several years of this ideology that she was yelling at her children all the time. She certainly punished them - but not with any method or system that enabled them to know when they were doing the right thing and would be rewarded, or how to avoid doing the wrong thing so they wouldn't reap its unpleasant circumstances.

The trouble with this beautiful theory is that it simply doesn't work. None of us responds only to explanation. Would you really never break the speed limit or park on a double yellow if it was simply explained to you why you shouldn't, but you knew there wouldn't ever be adverse consequences for you? Why do we bother to get out of bed and go to work in the morning? Aren't we all motivated by the incentive of the pay cheque and the disincentive of the sack? Would you go on buying Christmas presents for your loved one if he never even smiled at

you to show you he was pleased, let alone thanked you and said how much he liked it?

Reasoning is fine ("he likes it; he just isn't very demonstrative") but the encouragement is what makes it worth it. Similarly, explanations are good ("Tommy doesn't like you spitting at him"), but it's the discouragement that actually stops us.

If we can't agree on this point, actually there is no further debate. If you honestly believe calm reasoning is enough to bring children up to do good and avoid wrong, good luck to you. Don't know how you're going to train your dog, but never mind. You go your way and the rest of us will go ours, because most sane people recognise that saying, "Well done!" to a child to encourage the right behaviour, and, "I'm really not pleased with you!" to discourage the wrong, is necessary to reinforce the result we want. Information is not enough.

Once this is established, the next question is what incentives and disincentives - or, to give them their politically incorrect names, what bribes and punishments - are most appropriate. And frankly, as long as they are both harmless and effective, I don't think it matters. I potty-trained each of our children with a jar of olives. I would never have used sweets because they're bad for them, but I wouldn't criticise other parents for doing so if they want to. I think shouting is distressing and best avoided, and would always prefer something calm like the "naughty stair".

In this context, given that a punishment has to have a certain unpleasantness about it if it's going to work, I can't for the life of me see why we get in such a lather about a smack. I would sometimes give our children a choice. Once, when two of ours, aged four and five, had done something really naughty - they had broken up a door with a claw hammer - and yes, when quizzed, they knew perfectly well it was wrong - I knew they needed a pretty severe punishment. So I gave them the option of going to their room for an hour, or having a smack that would be over immediately - but I warned them it would be a pretty hard one. They briefly conferred and opted for the smack. Do we really want this to be illegal?

And this raises a crucial distinction. Campaigners against smacking deliberately confuse the issue by calling it "hitting". But hitting is very different. Hitting happens in the heat of the moment after a loss of control - indeed, some, like Penelope Leach, even say losing one's rag is preferably to smacking "in cold blood". This is a very wrong, even dangerous, idea to propound.

Lashing out at a child in a temper, whether physically or verbally, is abuse. It is done for the benefit of the adult not the child, to relieve feelings rather than to discipline, and is far more likely to escalate into violence. It tends to be much more frightening, and is also likely to be humiliating. Smacking, properly used, is a controlled way of persuading your child that undesirable behaviour is not worth repeating. But if you prefer a "time out", the loss of a treat, or ten minutes on the bottom step, that's fine.

The issue is not whether smacking is necessary to raise children. (Of course it isn't.) The question is who is best qualified to decide. I believe it is parents, not politicians, who should rear their children - which is why the proposed change in the law is such a dreadful mistake. Not because we need to smack our children, but because we want them raised by the family, not the state.

Some years ago, a father smacked his child several times in a dentist's waiting room because she was getting hysterical about having her teeth attended to. He probably overstepped the mark (haven't we all?) but at least, as a result, the dentist was able to fix the problem that had been keeping her awake every night with the pain. But alas, the father's mistake was not hitting her too hard or too often (she'd recovered from that by the time she'd left the dentist's chair), but doing it in public, where a social worker saw him and reported him. He was removed from the family for the next fortnight so the poor child had to spend Christmas without her daddy.

I happened to speak to the mother a year or so later. Her husband had lost his teaching job; they'd had to sell their house, and they could no longer afford all the luxuries her daughter had loved - her piano lessons, her ballet classes. Her father upset her for a few minutes. The state has traumatised her, perhaps for life.

III. Comprehension work

1. Do parents smack their children
 - to bring them up properly?
 - to punish them?
 - to relieve their own negative feelings?
 - to traumatize them?

Can you add any more reasons to the list above?

2. What is the author's attitude to the issue? Is she for or against smacking children?
3. List as many reason why smacking should (or should not) be banned as you can.

IV. Vocabulary work.

1. Find in the article the English equivalents of the following words and phrases.

Приносить вред/делать добро, колебаться, уголовное преступление, поощрение, близкий друг, обнимать, быть изможденным, орать на кого-то, избегать чего-либо, нарушать ограничение скорости, спокойное увещание, политически некорректный, суровое наказание, насилие, страшная ошибка, травма.

2. Use prefixes to make these words negative.

- legal
- incentive
- legitimate
- to agree
- desirable
- worthy
- logical
- certain
- to please
- responsive

3. Explain the meanings of the following expressions.

- a knee-jerk reaction
- distressing abuse
- to set out doing smth
- to be ragged and exhausted
- to avoid doing smth
- adverse consequence

4. Fill in the blanks with the proper prepositions.

To complain ... the subject

To decide ... smth

To enthuse ... smth

To believe ... smth

To explain ... smb

To yell ... smb

To agree ... the point

To opt ... smth

To smile ... smb

5. Fill in the blanks with suitable words.

- a. I would never a child who is 12 years old.
- b. I worked as a nanny for parents who let their children do too many things.
- c. You can not with very young children.
- d. A small smack can soon become a hard
- e. Abusing children is already a criminal
- f. If children do something they know is wrong they deserve a punishment.
- g. Doing the right things should be, doing the wrong things should be

6. Explain the meanings of the following idioms. Make up situations illustrating them.

- to reap consequences
- to get in a lather
- the heat of the moment
- to do smth in cold blood
- to overstep the mark

V. Discussion prompts

1. Answer the following questions.
 - a. Has reading the article changed your attitude to the issue in any way? If so, why?
 - b. What is the purpose of the article?
 - c. What did you find interesting or controversial about the topic?
 - d. Did the text leave you with unanswered questions?
 - e. Do you think violence always leads to more violence?
 - f. Should parents be sent to prison if they smack their children, especially if they leave a bruise or cut?
 - g. If you had children, what rules and boundaries would you set them?
 - h. What incentives and disincentives could be used by reasonable parents to encourage their children's good behaviour?

2. Role play.

Your group has been asked to take part in a debate about the rights of children. At the end of the discussion draw up a ten-point Children's Charter.

For example:

- We should children to ...
- A child has a right to ...
- A child has a right not to ...

Share your ideas with the rest of the group. Vote for the ten best suggestion

Part III

Education and Work

Unit 1

English schooling

I. Pre-reading task

1. What do you know about English schooling? What kind of problems do you expect to find in an ordinary English school?
2. How do you understand the terms “intimidation” and “behavioral problems”?
3. What are the main duties and responsibilities of the teacher as you see them? Should teachers maintain discipline and order in class?
4. How can teachers react to violent behavior of their students? Should it be treated as a criminal offence?

II. Reading

A day in the life of an ordinary school: drugs, violence and intimidation

Documents released to the Sunday Telegraph paint a disturbing picture of the challenges facing Britain's teachers.

Julie Henry

The Sunday Telegraph 04 Jan 2009

It is 9am, the start of the school day, and already an English teacher has been on the receiving end of a torrent of abuse from a 15-

year-old boy. Outside on the playing field, the PE teacher has stopped a lesson to deal with teenage pupils who are swearing and not doing as they are told.

Later that afternoon, three more members of staff will report being verbally abused by their charges, and the day will end with a pupil vandalising the library.

This is just another typical day at Northfields Technology College in Dunstable, Bedfordshire. It is not a particularly extreme example of the unruliness that many state schools have to deal with on a regular basis, but it is a snapshot that will horrify parents as they prepare their children for the new term.

Records of classroom and playground incidents, known as behaviour logs, from five schools on the National Challenge list (those in which fewer than 30 per cent of pupils leave with five "good" GCSEs, with grades A* to C), reveal for the first time the struggle to maintain order in our secondary schools.

The logs, obtained by the *Sunday Telegraph* under freedom of information legislation, and taken from April and October 2008, show some secondaries recording up to 30 incidents a day. Children storming out of class and refusing to work is now commonplace.

More worrying, however, are the serious offences contained in the logs. During one week, which was chosen at random, a pupil at Tong School, Bradford, was stabbed in the thigh by a student and had to be taken to hospital.

"The age of deference is dead," says Mary Bousted, general secretary of the Association of Teachers and Lecturers. "As these documents show, in some schools, keeping behaviour under control is a massive challenge. Schools may well be coping, but it shows the level of indiscipline that teachers have to deal with every working day."

The picture painted by the logs comes as no surprise to Colin Adams, 50, a former IT teacher who was awarded £250,000 compensation in an out-of-court settlement last month after an assault by a pupil ended his career.

Adams joined the teaching profession after working as an engineer. He loved his job and was head of department at Kingsford Community School in east London. In 2004, a 12-year-old pupil strangled him to the point of unconsciousness. Colleagues who

witnessed the attack were at first too afraid to pull off the boy in case they were accused of assaulting him.

According to Adams, deteriorating behaviour in schools is a reflection of society. "I have seen children coming in high because they have smoked their fourth joint on their way to school," he says. "I have also had students who have brought knives in to school because they are worried about what will happen to them on their way home. Society, if it is not broken, has a lot of problems and these are mimicked by children."

The boy who attacked him fits an all too familiar profile – he came from a broken home, with a father who lived 100 miles away. Within a few months of joining the school, the pupil had chalked up 27 serious incidents, nine for violence. Adams was on the receiving end of the tenth.

"The day he assaulted me, he had already punched two other pupils, but was still in school. I had not been made aware of what had been going on," says Mr Adams. "He came from behind and ran at me, knocked me down and when I was on the floor, he strangled me. The teacher who eventually intervened had to prise his thumbs off my neck."

Months earlier, the boy was involved in a fight which led to staff requesting his permanent exclusion from the school. Their concerns were not acted upon.

However, the former teacher's experience, and the incidents revealed by the *Sunday Telegraph's* investigation of school behaviour logs, are not recognised by the Government as significant. Ministers insist that behaviour in schools is improving, and that head teachers have more powers than ever to deal with unruly behaviour. Last week, they dismissed figures which revealed that thousands of pupils were escaping expulsion, despite violent and sexual offences which the Government's own guidelines class as serious enough to deserve permanent exclusion.

Teachers' unions complain that head teachers – under pressure from local authorities, which have a duty to provide alternative education for expelled pupils – are avoiding the ultimate sanction. Heads are also finding their decisions increasingly overturned by appeal tribunals or even their own governors, who are afraid of legal challenges.

Even the National Union of Teachers, which argues that schools are still one of the safest places for many children, has concerns.

"While teachers have the powers to deal with bad behaviour, it has become a serious matter for wider society that the behaviour of a minority of pupils and, in some cases, their parents, has seriously worsened in recent years," says Christine Blower, the NUT's acting general secretary.

Even if schools are dealing swiftly and efficiently with the challenging behaviour they encounter, at the very least other children are having their education ruined on a daily, even hourly, basis.

At Cheshire Oaks School in Ellesmere Port, the behaviour log for one week shows 73 cases of pupils talking, shouting and disturbing lessons, 61 refusing to obey the teacher, including more than 20 incidents of children simply walking out of the lesson, 65 incidents of poor behaviour, 32 refusing to work when asked, 39 cases of rudeness, 20 cases of verbal aggression towards staff, 10 incidents of children wandering around the classroom or using mobile phones, 14 incidents of lateness, 15 cases of pupils throwing things in lessons and four physical assaults.

And during one week at John Bunyan School in Bedford, pupils were reprimanded for smoking, verbal abuse, aggressive behaviour, drugs, dangerous behaviour and physical assault. Hayling Manor High, in Croydon, averaged between 20 and 30 incidents of bad behaviour a day.

None of the schools which provided records for the *Sunday Telegraph* study are thought to be failing in the eyes of officialdom. Indeed, inspectors say many are improving, and have "clear and consistent" policies for dealing with threatening behaviour from pupils.

However, all of the schools studied are operating in difficult circumstances. Each has a high proportion of pupils eligible for free school meals. Ofsted inspections have found that many children entered these secondary schools, at the age of 11, still unable to read and write properly.

According to Adams, despite the big increases in spending in the last 10 years, staff do not have the training and resources to deal with the increasing number of pupils who display problems. "It

is true that some head teachers and local authorities do not take behaviour seriously enough and support teachers," he says. "But there is also not enough money to deal with these children. I had one class where eight of the 19 pupils had behavioural and emotional difficulties. When you're spending your time trying to separate them and keeping them in their seats, the level of teaching plummets."

The Conservatives have promised greater powers to exclude pupils who otherwise "fester" in the mainstream, as well as better provision for those who are kicked out. Labour's answer is the £5 billion academy programme, which is supposed to transform education in deprived areas. However, recent problems at academies in Southampton and Carlisle have revealed that these "independent" secondaries are not immune from the behaviour issues that plague other schools.

As revealed last month in the *Sunday Telegraph*, an emergency Ofsted inspection was triggered at the Richard Rose Central Academy in Carlisle, when complaints were made about gang fights and bullying. The head of the Oasis Academy in Southampton resigned in November after a riot at the school led to five pupils being expelled and 25 suspended.

"The public has no idea about what goes on in schools," says Adams. "At the three I worked in, there were examples of children involved in prostitution, the selling of drugs, gangs, intimidation. Teachers do their best to police it and keep these things external, but they are still getting in to our schools."

III. Comprehension work

1. What is the National Challenge List?
2. What kind of incidents are recorded in behavior logs?
3. What are the examples of minor and serious offences at school?
4. What has happened to Colin Adams and why?
5. Does the government recognize school incidents of violence as significant? Why?
6. Does teacher staff have special training and resources to deal with problematic pupils?

7. What is the 5 billion academy program designed for?
8. Does the general public have a clear picture of what is going on in schools?

IV. Vocabulary work

8. Find in the article the English equivalents of the following words and phrases.

Держать под контролем, плохое поведение, иметь дело с чем-то, отражение общества, копировать (подражать), быть замешанным в чем-либо, исключение из школы, чрезмерные санкции, ухудшиться, эффективный, бродить по классу, отчитывать, школьная политика, угрожать, жалобы, хулиганство, сложные обстоятельства.

9. Give the opposite to the following words.

Discipline –

Rudeness –

Consciousness –

Familiar –

Deteriorating –

To refuse –

To expel –

To improve –

To obey –

To increase –

10. Suggest all possible collocations with the following words.

.... behavior challenge offence
To keep To provide To obey

11. Explain the meaning of the following idioms. How do they contribute to the effect produced by the text?

-- a torrent of abuse
-- to storm out of the class
-- a broken home
-- to be high
-- the level of teaching plummets
-- to plague smth/smb
-- to be triggered by smth

12. Confusing words. Fill in the blanks with the correct verb.

refuse

deny

- a. This offer can not be ...
- b. She has to ... herself even the necessities of life.
- c. Parents often can not ... their children anything.
- d. You agreed to help me. You will not ... it.
- e. Why did you ... to marry him?
- f. Is it decent to ... one's words?
- g. She ... to listen to his abuse.

13. Translate these sentences into English.

A. От этого предложения не стоит отказываться.

- Б. Сомс сделал Ирэн предложение и получил отказ.
 В. Я попросил его прийти, но он отказался.
 Г. Он отрицал все обвинения, предъявленные судом.
 Д. Вы имеете право отказаться и не выполнять эту работу.
 Е. Ему отказали в выдаче визы.

V. Discussion prompts

1. List the main behavior problems in an average English school. What are the best ways to cope with them? Make a table using your ideas.

problems	solutions

2. Compare English and Russian schools. Do they have any common problems? Are there any specific Russian problems at school?
3. Why do people bully others? What do they gain from it? Have you ever seen bullying? Did you interfere or walk away? What can we do to stop bullying?
4. Role play.

Your group has been asked to design an anti-bullying poster that will appear on a notice board.

- a. Make rough sketches of what the poster might look like. Think about these things:
 - What is your message?
 - Who are you addressing?
 - What is the best way to get your message across?

- How can you make your poster different from others?
- b. Present your poster to the rest of the class.
- c. Explain your ideas and get some feedback from your group.

Unit 2

A gap year

I. Pre-reading task

1. How do you understand the term “gap year”?
2. Why would some school leavers like to take a gap year? What are the advantages of this step?
3. Think of the problems and drawbacks which a gap year can bring about.
4. Does the idea of “gap year” appeal to you? Why? Why not?

II. Reading

Mind the gap: why fewer students take a year out before university

Many view travelling as a luxury they can do without in financially difficult times

Polly Curtis
The Guardian 05 Nov 2013

From trekking in the Andes to digging wells in Africa, it has become a rite of passage for millions of students paving their way to university, as well as spawning an entire industry.

But there are signs that the gap year has fallen out of favour as a new breed of hardheaded students realise that with rising rents and an uncertain financial future, they and their parents can no longer afford a year abroad.

Both Cambridge and Oxford have reported a striking increase in university admissions this year - up 12% year on year. The National Union of Students suggested that students could be forgoing the luxury of a gap year before starting their degrees.

Gemma Copsey, from Salisbury, who has applied to study philosophy at Cambridge, said she had been dissuaded from taking a gap year partly by the expense - and partly because tutors suggested it might count against her. "When we went to open days the tutors told us that deferring entry may also reduce our chances. My mum was more keen for me to go straight into university rather than take time out of education."

Geoff Parks, head of admissions for the Cambridge colleges, said there could be a "slight conservatism" about students who apply for places on a deferred entry but the only subject where having taken a gap year raised concerns was in maths. "The worry is that the student's skills will atrophy in a gap year."

Travel firms that specialise in year-off and round-the-world trips acknowledged a slowdown in the student market. Instead, the growth flows from an older demographic: workers who have been made redundant are taking the opportunity to forget their woes with an extended trip, while school-leavers are opting for shorter breaks that fit into the summer holidays. A once lucrative market - worth £2.5bn in 2005 - appears to be shrinking.

Andy Woods-Ballard, director of operations for the gap year firm Global Vision International, said: "With the current economic climate people are more worried about taking time [out] and the costs associated with travelling."

As the economic picture darkens, there has been an increase in students opting for placements that will enhance their CVs. GVI has noted an increase in students taking courses to teach English abroad.

"Our diving instructor courses in Mexico are also increasingly popular as you can come back and teach people scuba diving at swimming pools in the UK," a spokesman said.

The industry confirms gap years are getting shorter. A spokeswoman for Real Gap Experience said: "It's more popular to take eight to 12 weeks off the summer before starting university rather than taking a full year out."

In response to this demand, more than 80% of the firm's programmes run for between two and 12 weeks. GVI said its main growth area was in shorter placements of two to four weeks between finishing school and starting university. Parents have made it clear they could not afford to support their children on both a gap year and through university, the firm said.

Real Gap Experience's spokeswoman said: "A lot of people have said to us that their parents have told them they will financially support them to go to university now and that the time for a gap year is after university - when they've paid off their debts." Average student debt now stands at more than £14,000.

The National Union of Students said that students could be skipping the "luxury" of travelling the world in order to save money. Wes Streeter, president of the NUS, said: "People could well forgo luxuries such as gap years in order to get on and go straight to university. Gap years are still dominated by people who are pretty well-off."

But he added that students from poorer backgrounds might be more likely to opt for a gap year, to work to save money at home before they embark on a degree, rather than to travel abroad.

Charlotte Launder, 19, originally planned to travel overseas for six months before starting her degree in sports and coaching studies at Oxford Brookes University, but ended up doing paid work most of the year.

Lauder, from Wandsworth, south London, who went on a placement to Zimbabwe on her gap year, said: "I only went away for two months because it was so expensive. The placement and my travel costs were over £4,500. The rest of the time I worked like a madwoman in two shops - a toy shop and a food shop - six days a week.

"I'm working part-time in a toy shop in Oxford now and the paid work I did on my gap year helped me get that job. So much money is coming out of my account I need to work."

III. Comprehension work

1. Decide if the following sentences are true or false.
 - a. A gap year is a year spent abroad before a school leaver enters the university.
 - b. It is used to be very popular with English youngsters.
 - c. A number of students foregoing a gap year is increasing.
 - d. Deferring entry may improve your chances of admission to the university.
 - e. Organizing trips abroad for school leavers is a lucrative market.
 - f. Students-to-be try to combine traveling for pleasure with some practical training or work in order to enhance their CVs.
 - g. Average student debts after leaving the university stands at more than 40000 pounds.

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Новая порода, позволить себе, значительное повышение, уменьшить/увеличить шансы, прибыльный рынок, открытые дни (в университете), улучшить резюме, подводное плавание, подтверждать, доминировать, атрофироваться, обеспеченные люди, приступить к чему-либо.

2. Give definitions for the following words.

- hardheaded
- luxury
- a slowdown
- to forgo
- to dissuade
- to make redundant
- to fit into smth
- to opt for smth
- trekking
- scuba diving
- to acknowledge smth

3. Explain the meanings of the following expressions. Use them in the sentences of your own.

- to pave one's way
- a rite of passage
- to fall out of favour
- to count against smb
- an economic climate
- an economic picture darkens

4. Confusing words. Fill in the blanks with the correct verb.

suggest

offer

propose

- a. I ... that we start the meeting earlier this time.
- b. He told me that they ... him a well-paid job.
- c. Who ... her taking part in our picnic?
- d. She ... a new plan to us.
- e. I that Michael should be appointed president.
- f. He stood and ... a toast.
- g. I ... to make coffee and went to the kitchen.

5. Translate these sentences into English.

А. Исследования показывают, что «год за границей» не так популярен сейчас, как раньше.

Б. Растущая плата за обучение и проживание, а также неопределенное финансовое будущее уменьшают число студентов, выбирающих «год за границей».

В. Преподаватели рекомендуют студентам воздержаться от путешествий, потому что это может уменьшить их шансы при поступлении.

Г. Туристические фирмы признают затишье на рынке маршрутов для выпускников школ.

Д. При постоянном ухудшении экономических условий, студенты, выбравшие путешествия, зачастую вынуждены работать, чтобы оплатить счета.

Е. В настоящее время «год за границей» становится все короче и может превратиться в 2-3 месяца летних каникул.

V. Discussion prompts

1. Answer the following questions.

- a. Who gains more from a student year out?
- b. Do you think that a gap year may do more harm than good? Why? Why not? Reason out.
- c. Is it probable that when there is a gap in studies, one appreciates the years at university more?
- d. In what ways can a gap year help to develop one's personality and skills?
- e. Would it be useful to introduce this practice in Russia?
- f. Would you like to have a year out of study? What would you do? What country would you travel?

2. Comment on the following statements.

- a. "It is a pity that people travel in foreign countries, it narrows their mind so much." (G.K.Chesterton)
- b. "You do not look in the mirror to see life, you have to look out of the window." (D.Brown)

Unit 3

Looking for a job

I. Pre-reading task

1. Have you ever had a job? What was it? Share your impressions with the group.
2. Do you think it is a good idea to start working as early as possible or it is more sensible to concentrate on your study?
3. Do graduates with working experience have less difficulty finding a good job?
4. Think of the problems which combining work and study can bring on.

II. Reading

Are you experienced?

Thought you'd leave it till graduation to start looking for work? Think again, says Nic Paton – the earlier you start planning, the better placed you'll be to beat the shrinking jobs market

Nic Paton

The Guardian 15 Nov 2012

For most first years, the past few weeks will have been a blur of going to gigs, joining clubs, meeting new friends and slotting in the occasional lecture here or there. But, while graduation may still seem a long way off, and at the risk of sounding like a party pooper in the run-up to Christmas, failing to knuckle down even in your first year can have severe consequences these days for your future career prospects.

In an increasingly competitive graduate jobs market, a growing number of employers are now wooing first- and second-year students, as well as those approaching their finals. In fact, with applications for most first- and second year summer placements and internships opening either side of Christmas, it's never too early to start thinking about life post-graduation - and flunking your first-year exams is not a good way to get noticed.

"Two years ago you could probably still have mucked about in your first year - and to an extent there is nothing really wrong with that, because university is all about learning who you are - but with the graduate jobs market getting harder, the calibre of candidates employers are going to be able to choose from is going to get higher," warns Jonathan Fitchew, joint managing director of graduate recruitment firm Pareto.

The second or penultimate year has traditionally been the time when students start to think about getting some work experience, concedes Heather Collier, director of the National Council for Work Experience.

But more employers are now recognising the value of offering work experience to first-year students, or even targeting people before they have started at university.

As well as summer internships for students in their penultimate year and "sampler days" for all years, the management consultancy Accenture, for example, offers several eight-month placements to people in between school and university, points out its recruitment director, Julia Harvie-Lidden.

"We have certainly started to have a more active dialogue with students at a much more junior level. People are forming their decisions earlier and earlier," she says.

Amina Adewusi, a final-year social policy undergraduate at the London School of Economics, has almost lost track of the number of placements and internships she has done.

"I've worked for the Department of Health, been to India with an NGO, done placements with the law firm Allen & Overy and at the Southbank Centre in London, spent time with the British High Commission in Abuja in Nigeria and worked for the universities minister, David Lammy. It's probably too much," she says, laughing.

Nevertheless Adewusi, 20, is absolutely sure getting all this experience under her belt will stand her in good stead in her ambitions to either become a lawyer or to work for the Foreign Office.

"I think it is important to start as early as you can - but it's also important to try and have fun while you are doing it," she explains.

Adewusi found most of her placements by trawling the internet and approaching employers directly, but she also recommends making an appointment with your university's careers department.

On top of all this, Adewusi is being sponsored by the Southbank Centre through a two-year, part-time leadership programme run by the charity the Windsor Fellowship, which offers personal development and training to talented black and Asian students.

"When you are applying for jobs it is now about a lot more than the degree. The degree part of the application is normally quite small - we all come out with good degrees these days - and so a lot of the questions tend to be about what other skills you have: things such as teamwork, personal achievements and awards," she adds.

The big banks have traditionally been some of the most active in offering internships to graduates and, despite the global financial crisis, many still see wooing graduates at a young age as a key part of their recruitment strategy.

HSBC, for example, takes a bout 70 graduates onto its seven-week summer placements, normally split about 40/30 between first and second years, says John Morewood, senior graduate recruitment and development manager.

"They do tend to act as feeders for our full-time graduate schemes," he explains. "What we aim to do is to place students in a branch pretty close to where they want to be and give them a project to work on that they present to the regional director."

First years who make a success of this are normally offered the chance to do a further placement in a different area the following summer. Some even decide at this point to go through an assessment centre to secure a place on the full-time scheme when they graduate.

But many employers tend to be cautious about making permanent offers to first years simply because it is so early in the degree cycle, meaning there is more chance of them changing their minds and the investment being wasted, points out Collier.

Another student who got in early is Jonathan Colmer, now a second-year economics student at the University of Exeter. The 19-year-old did two weeks' work experience this summer with the international development charity World Vision.

"It was unpaid but it was a fantastic experience because it is exactly the sort of area I would like to go into," he explains. "I was doing data analyses of some of the projects and comparing trends in different countries. "

The experience has whetted his appetite for more. "I am hoping to go back to World Vision to do some work in its policy department this summer. And I am planning to go out to Uganda for a month to get some field work experience, which is really valuable to have," Colmer adds.

For students who grew up knowing nothing but boom years, recession may still be an alien and scary concept . But the message is starting to get through that it's likely to be a much tougher world out there upon graduation than for previous generations - and work experience will be one of the key ways to stand out from the crowd.

"There is much talk at the moment among students about how competitive it is becoming," says Colmer. "There are a lot of

employers around the careers fairs and a lot are really looking to get involved with universities. You do need to try to get an idea of the sort of industry you are likely to enjoy, but at the same time don't close off your options too early," he advises.

III. Comprehension work

1. List several reasons why some companies choose to offer work to students.
2. Find errors in the following statements and correct them.
 - a. A job market is less competitive now then it used to be.
 - b. There is nothing wrong with students' mucking about in their first year at university.
 - c. As a rule, students do not want to form their job decisions until graduation time.
 - d. When you apply for a job, the only important factor is your degree.
 - e. Employers are not cautious about making permanent offers to students.
 - f. They usually offer only unpaid jobs.
 - g. To stand out from the crowd and get a good job one should have a pretty face and nice suit.

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Рынок труда, кандидат, фирма по найму персонала, предлагать место (работы), принимать решение, поступать на работу, ключевая часть, стратегия, серьезные последствия, добиться успеха, сохранить за собой место, быть осторожным, постоянная работа, ярмарка вакансий, конкурирующий рынок, рецессия, годы подъема.

2. Explain the meanings of the following expressions. Use them in the sentences of your own.

- to slot in the occasional lecture
- to flunk an exam
- to muck about
- to target people
- to trawl the internet
- to get smth under one's belt
- to woo graduates
- to whet one's appetite

3. Suggest all possible collocations with the following words.

.... Job	... market	... experience	...
decision			

4. Use the correct form of these verbs in the following sentences:

do, make, face, give up, find, complete, involve, check

- a. I would ... work if I could afford to.
- b. It is so difficult to ... work in the present economic climate.
- c. There is plenty of work to be ... in the garden at this time of year.
- d. As a salesman my work ... a lot of traveling.
- e. Many hands ... light work.
- f. Do not forget to ... your work before handing it in.
- g. I did not ... my work yesterday.
- h. I could not ... work, so I took a day off.

5. Confusing words. Complete these sentences with the correct verbs.

apply appeal address request

- a. I was the first to ... for this job.
- b. We could not understand if he ... his remark to us.
- c. May I ... a favour?
- d. This idea does not ... to me.

6. Make up some sentences of your own using the verbs from the exercise above.

IV. Discussion prompts

3. Answer the following questions.
 - a. Has the article changed your attitude to the issue in any way? If so, why?
 - b. What did you find controversial about the topic?

- c. Did the article leave you with unanswered questions?
- d. What else would you like to know about the issue?
- e. Summarize the main ideas of the article.

4. Role plays.

- a. You have never had a job before. Ask a friend if looking through the paper is the best way to find job openings.
- b. Your friend has been unemployed for several months. She asks you if there are any openings where you work. Although there are some openings, you are hesitant to tell your friend because you would prefer not to work with her. Talk to her about this.
- c. You have just received a phone call telling you to come to an interview tomorrow. Ask your friend what you should wear and how you should act.
- d. You arrive for a job interview early. While you are waiting, you see your friend leaving the personnel office. She has just completed her own interview. Talk to her.

Part IV

Lifestyles

Unit 1

Life through a lens

I. Pre-reading tasks

1. Answer the following questions:

- a. How many TV sets are there in your home? How many would you like to have? Why?
- b. Do TV programs present a realistic picture of life? Why or why not?
- c. What are the positive and the negative effects of television on children?
- d. Do you think television is an effective baby-sitter?
- e. Think of your earliest TV memories. How has TV changed?
- f. How important is watching TV in another language when you are studying that language?

2. The article is about TV, the Internet and reading habits of British children. Decide whether the following statements are *True (T)* or *False (F)* and then check your answers in the text.

1. More than 80% of schoolchildren turn on the TV when they return home from school.
2. Only 50% of schoolchildren read books in their own time every day.

3. More than 50% of schoolchildren in Britain own a computer or a laptop.

4. More than half the children surveyed have their own profile on a social networking site.

5. Almost three in four thirteen to sixteen year olds watch TV in bed.

6. 95% have a TV in their bedroom.

II. Reading

Life through a lens

Lucy Ward

The Guardian 16 Jan 2014

A generation of ‘multitasking’ children are living their daily lives – including eating and falling asleep – to the accompaniment of television, according to a survey of youngsters’ media habits. The flickering of the screen accompanies most of them before they go to school, when they return home, as they consume their evening meal and then – for 63%, far more than read a book each day – in bed at night. The study of five to 16-year-olds shows that four out of five children now have a TV set in their bedroom.

So ubiquitous has television become that many children now combine it with other activities, including social networking online, flicking their eyes from laptop to TV screen and back again. Even if they are focusing on the television, young people are now reluctant to commit to one programme, with boys in particular often flipping between channels to keep up with two simultaneous shows at once. The findings, from the market research agency Childwise, will fuel concerns that childhood is increasingly about private space and sedentary activities and less about play, social interaction or the child’s own imagination.

The government's recent Children's Plan, while attempting to calm panic over claims of 'toxic' childhood, focused on improving play facilities as a means of ensuring a more balanced life for screen-bound youngsters. Today's survey findings indicate a revival in television-watching among children after three years of decline, driven mainly by more girls watching soaps such as *Hollyoaks* and *EastEnders*.

Internet use – now that the social networking bug is biting younger than ever – is also continuing to grow at a far greater rate than the brief fall-off in TV viewing. That means British children spend an average of five hours and 20 minutes in front of a screen a day, up from four hours and 40 minutes five years ago. The rise may have come at the expense of reading books for pleasure, which, in a development that will alarm many parents, continues to decline as a regular pastime. While four out of five children read books in their own time, only a quarter do so daily and 53% at least once a week.

The report, based on interviews with 1,147 children in 60 schools around England, Scotland and Wales, found television viewing now averages 2.6 hours a day across the age group, though one in ten say they watch more than four hours daily. The survey, which has been conducted annually for 14 years, asked for the first time whether children watched television while eating dinner or in bed before going to sleep. It found that 58% watch during their evening meal, while 63% lie in bed watching the screen (rising to almost three-quarters of 13 to 16-year-olds). Two-thirds – particularly the youngest children – watch before school, and 83% turn on the television after returning home.

Rosemary Duff, Childwise research director, said television was now "almost woven into children's lives", but added that the quality of viewing had changed. "A lot of television viewing has lost the 'pay it attention' feel it used to have. It used to be less ubiquitous but much higher in its

importance whereas now it is widespread but just part of the background, not just at home but wherever you go.”

Anecdotal evidence indicated that children now multitask, keeping one eye on the television as they flick through magazines or use the computer, Duff added. Boys asked by the company to choose between programmes on different channels frequently refused, saying they would ‘watch both’. “They flick from one to another and cannot conceive that they should have to make a decision. They are puzzled that you should put them in a situation of having to make one or another choice.”

Computers are also now a key part of children’s private worlds. “The Internet is now an essential part of most young people’s lives,” says the study, with 85% of five to 16-year-olds accessing the Net, and over a third (including a quarter of five to six-year-olds) owning a computer or laptop of their own. On average, they go online just over four times a week, spending two hours each time.

The survey shows a rise in Internet use, particularly among younger children, driven primarily by a boom in the use of social networking sites, primarily Bebo. Communication, says the report, “has overtaken fun (e.g. online games) as the main reason to use the Internet and study is now far behind”. Almost three quarters (72%) of children have visited a social networking site, and over half have set up their own profile – sometimes lying about their age to sidestep minimum age safeguards. Children as young as eight are now signing up.

Kathy Evans, policy director of the Children’s Society, which is conducting its own inquiry into modern childhood, said there was now “mounting public and professional concern about the potential impact of children’s TV and Internet viewing habits”. The inquiry will report next

month on children and technology as part of its two-year investigation.

III. Comprehension check

Choose the best answer according to the text.

1. What is the main reason for the increase in the number of hours children spend in front of a screen?
 - a. More girls are watching soaps.
 - b. There has been a large increase in Internet use.
 - c. The use of social-networking sites.
2. What does the phrase ‘children now multitask’ mean?
 - a. They perform several tasks on their computers.
 - b. They can watch TV, read a magazine and use a computer at the same time.
 - c. They are unable to make firm decisions.
3. What is the main reason for children’s use of the Internet?
 - a. To play online games.
 - b. To send emails.
 - c. To use social networking sites like Bebo.
4. Which of these best describes the conclusions of the survey?
 - a. People are worried that children are spending too much time in front of TV and computer screens.
 - b. Children’s use of computers and TV viewing habits should be regarded as normal.
 - c. The Internet is now an essential part of people’s lives.

IV. Vocabulary work

1. Find the following words or phrases in the text.
 1. A verb meaning *to eat or drink something*.
 2. An adjective meaning *not willing to do something*.

3. A two word expression meaning *to increase worries*.
4. An adverb meaning *every year*.
5. A two-word expression meaning *an integral part of*.
6. A verb meaning *to imagine or think of doing something*.
7. A verb meaning *to avoid something difficult or unpleasant*.
8. A participle meaning *increasing*.

2. Fill the gaps in the sentences using these key words from the text.

ubiquitous	flicker	flick	flip	sedentary
anecdotal	revival	decline	bug	pastime

1. A _____ is a reduction in the amount or quality of something.
2. A _____ is something people do regularly for fun in their free time.
3. A _____ is the process of becoming active, successful or popular again.
4. A _____ is a sudden strong enthusiasm for doing something.
5. If an activity is described as _____, it involves a lot of sitting and not much exercise.
6. If something is _____, it can be found everywhere.
7. If evidence is _____, it is based on someone's personal experience or information rather than on facts.
8. If you _____ from one TV channel to another, you keep changing channels quickly.
9. If a light or a TV screen _____, it goes on and off or becomes brighter or less bright in quick succession.
10. If you _____ your eyes from one thing to another, you move them quickly.

3. Match the verbs in the left-hand column with the nouns in the right-hand column to make collocations.

- | | |
|------------------|-----------------|
| 1. conduct | a. attention |
| 2. fuel | b. a website |
| 3. pay | c. a magazine |
| 4. flick through | d. the Internet |
| 5. make | e. a survey |
| 6. access | f. a decision |
| 7. visit | g. safeguards |
| 8. sidestep | h. concerns |

4. Fill the gaps in the expressions from the text using prepositions.

1. at the expense _____
2. based _____
3. to the accompaniment _____
4. focus _____
5. to commit _____
6. a rise _____ Internet use
7. concern _____
8. driven _____

V. Discussion

1. How much time do you spend each day watching TV and using your computer?
2. Should parents be worried by the amount of time their children spend watching TV and using computers?
3. Is the decline in reading a worrying trend?

Unit 2

A celebrity portrait

I. Pre-reading task

1. What do you know about Keira Knightly? Have you seen any her films? What do you think of them?
2. “To make a career out of acting is not really so hard.” Do you agree or disagree with this statement?
3. Think of a movie actor you like. How would you describe this person to someone who did not know him or her?
4. Would you like to become an actor? Why or why not?

II. Reading

Keira Knightley: a not so serious player

Justine Picardie

The Telegraph 22 May 2010

She always buried herself in work rather than face her fears. But now, fresh from starring in Atonement, Keira Knightley has decided it's time to ditch all the earnestness and finally have some fun. She tells Justine Picardie why

'Don't forget,' instructs a publicist as she ushers me into the sumptuous suite at Claridge's where I am about to interview Keira Knightley, 'you're not allowed to ask her anything personal. Just stick to *Atonement*, OK?' This is to be expected - Knightley is apparently averse to journalists, after various speculative articles about her weight (or rather, a supposed lack of it) and her love life (with Rupert Friend, who appeared alongside her in *Pride & Prejudice*). Hence the deal is that she will talk only about her starring role in *Atonement*; so I am momentarily nonplussed by her opening gambit, in the first few seconds of our encounter. 'I haven't actually seen the finished version of the film yet,' she says, 'but I hear it's very good.'

She is sitting straight-backed on a sofa, and her tone is that of a nicely brought-up English girl, fresh out of boarding-school, making polite conversation at an afternoon tea party. But the distance she puts between herself and the film that she is starring in, and has come here to promote, is oddly disconcerting. It's not that she doesn't like *Atonement* - a little later she mentions its director, Joe Wright, with whom she previously worked on *Pride & Prejudice*, and says, 'As far as Joe and the team is concerned, this film has got to a very mature place, there's a certain confidence about it...' But she seems resolutely determined to say nothing that might be construed as boastful; nothing that alludes to what has brought her to this room today; as if the very mention of her fame or success would be ill-mannered.

It's a peculiarly English trait - a self-deprecation that can also serve as a kind of defence mechanism - and yet it's the absolute opposite of what Keira Knightley does on screen (whether in *Atonement*, in which she dazzles as a luminous 1930s heroine, or her Oscar-nominated performance as Elizabeth Bennet in *Pride & Prejudice*, or as the feisty female lead in *Pirates of the Caribbean*). In front of the camera, her charisma and beauty are strikingly evident. 'I look at her face, and I love it,' says Joe Wright, a sentiment that is made visible

in *Atonement*, where her face - and the sensuous lines of her body - are central to the action. (He's also filmed another homage to her in his new ad campaign for Chanel, in which Knightley replaces Kate Moss as the latest face of *Coco Mademoiselle*.) Off screen, she's just as beautiful - big brown eyes, long dark lashes, glossy hair tossed back to reveal those famous cheekbones and the even more famous pout - but she nevertheless seems oddly lacking in confidence.

As it happens, she behaved in a similar way the last time I met her, three years ago, when she had just turned 19 and was already famous for her role as a tomboyish footballer in *Bend It Like Beckham* (which had propelled her into back-to-back work on blockbusters such as *Pirates of the Caribbean* and *King Arthur*). She was being shot for the cover of *Vogue* and was in non-stop demand by Hollywood, yet was at pains to point out her spots (which were barely visible) and masked her beauty with the standard uniform of a grungy London teenager (ripped jeans, hooded sweatshirt, unbrushed hair). Today she's far more polished - her hair and make-up are perfect, and she is wearing Chanel black platform heels, fashionably high-waisted Acme black trousers, a gold charm bracelet that belonged to her grandmother and a red stripy top that reveals her figure to be enviably slender, rather than scarily skinny. She looks every inch the adult professional, but, even so, her conversation is scattered with descriptions of herself as vulnerable or anxious; which might be interpreted as a tacit plea not to be judged harshly; as if she fears that her looks might make her an object of hatred and envy, as well as desire.

Thus there's an edge of uncertainty in her tentative selling of *Atonement* this afternoon. 'It's very tricky making anything that's an adaptation,' she says, referring to the fact that the film is based on Ian McEwan's bestselling novel. 'If people love the book, then it's terrifying when the film comes out.' In fact, the film seems likely to be a big success, both critically and commercially, and Knightley performs with the poise of a grown-up actress hitting her stride; not that you'd guess it today, with her murmurs that she is 'still learning'.

Cynics might sneer that this is nothing more than false modesty, designed to elicit compliments; because here she is, starring in yet another big-budget Working Title film, surrounded by the trappings of success. 'I think with this particular film, it was the first time I felt comfortable,' she says, sounding somewhat uncomfortable, 'and that I could possibly do it, and that maybe I wasn't just there because I was a pretty face, and that I could actually give something to it.'

But did she really feel so uncertain before? 'Very much so,' she says, twiddling a lock of her hair between her fingers. 'Bend It Like Beckham came out when I was 17, and I only saw about two reviews, but they both said, "She's pretty but she can't act for shit." It's only when I look back on it that I realise how much it really did affect me, because I didn't have very much self-confidence. You already feel unsure of yourself, and then you see your worst fears in print. It really knocked me - which is why, I think, I was working, working, working, because I was trying to run away from the fact that I thought I couldn't do it.'

It must have been hard, I say, growing up in public, in the glare of celebrity culture, dissected for popular consumption. She nods her head, and then a small note of defiance creeps into her polite voice. 'It's very strange, because you're meant to be very grateful - it's meant to be everything you've ever dreamt of. But it's bollocks. Being famous wasn't what I had aspired to - I aspired to what my mum and dad had in their career, to do what they did.'

What they did was not always easy - she is the daughter of an actor, Will Knightley, who has endured the usual vicissitudes of the profession, and a playwright, Sharman Macdonald, who has said in the past that she knew she had to sell a script before she could have a second child. That child was Keira (she has an older brother, Caleb, who is a television sound engineer), and her determination to make it in her parents' profession was apparently voiced at the age of three, when she asked for an agent. The request wasn't granted immediately, but when Keira was diagnosed with dyslexia at primary school her mother made a deal with her. 'She said if I

read for an hour every day and came to her afterwards with a smile on my face and a book in my hand, she'd find me an agent.' Keira met her side of the bargain, an agent was duly found - and she started working at seven years old (everything from bit parts in *The Bill* to being cast as Natalie Portman's double in *Star Wars: the Phantom Menace*).

Her family is close-knit - Knightley continued to live at home with her parents in the London suburb of Teddington long after she could have afforded a more expensive house of her own, and then shared a flat with her brother; and their unwavering support becomes evident when she talks, haltingly, about dealing with celebrity as a teenager (though she remains careful to avoid using the words 'fame' or 'famous', simply leaving a gap in her sentences).

Certainly, her relationship with her mother - whom she calls Shar - has remained central. She relied upon her mother's presence during long shoots when she was still a teenager; not that adolescent rebellion was ever going to be a problem in her career. 'She's a sensible girl', her mother said, affectionately, when we met three years ago; and Keira nodded, saying, 'My mum says that I was born 45, and I do remember at six thinking that I should be earning my own living.'

Clearly, her work ethic has never been in question - she even managed to get As in her GCSEs at the same time as filming *Bend It Like Beckham*, though being cast as the female lead in a television remake of *Doctor Zhivago* meant that she couldn't stay on to do A-levels - and Joe Wright talks approvingly about her commitment as an actress. ('All she's interested in is her craft,' he says; though Keira herself has told the story that he was originally uncertain about casting her in *Pride & Prejudice* and made her promise not to overdo her celebrated pout in front of the camera.)

But by the end of last year, after finishing *Atonement* and the final part of the *Pirates* trilogy, Knightley decided she needed a break. 'It was the first space I'd had since I was 17,' she says. 'That was the way I'd wanted it to be, working all the time, which was to do with sudden scrutiny - I went, "OK, I'll just keep running, my head will be in a bubble, so I don't have

to deal with this." If I'm on a film set, it's a form of protection. But then you realise that you're perpetuating the scrutiny.

Nothing stops, it just gets more and more, you're caught in this whirlwind, and at some point you have to deal with it, you have to stop and ask, "Who are you, and where are you going, and what do you want?" ' Her description of herself in the third person is characteristic - and perhaps it's a way of distancing herself from the commodity that is her celebrity persona - but then she gives a rare moment of insight into her decision to take five months off work this year. 'It was seeing that my friend's hair had grown, it was literally that simple. It felt like yesterday we'd been at school, but actually it had been four years, and I hadn't been at her last four birthdays... Then I realised, f- it, life's short, what are you doing, and if the work stops, it stops - there's always something else. Just chill out.'

It is at this moment that her publicist arrives, and signals that it's time to bring the interview to a close; and Knightley bursts out laughing. 'Just chill out!' she says, again, as if it's an order; and it's hard to tell whether she's mocking herself or the situation we find ourselves in, but either way, she looks lovely when she laughs...

III. Comprehension work

1. What do these names and titles from the article refer to?

- "Atonement"
- "Pride and Prejudice"
- Elizabeth Bennet
- Joe Wright
- Ian McEwan
- "Vogue"
- Oscar
- The Pirate trilogy
- Sharman McDonald
- Coco mademoiselle

- Tenningnon
- Will Knightly

2. How does the writer portray Keira Knightly? Find all the phrases and sentences in the article that give you an impression about Keira's personality.

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Быть заваленным работой, придерживаться чего-либо, враждебный, постоянная дистанция, ложная скромность, блистать, харизма, недостаточная уверенность, постоянный спрос, строго судить, зависть, бормотать, вызвать комплименты, быть на публике, блеск поп-культуры, потребление, полагаться на кого-либо, прийти к соглашению, зарабатывать на жизнь.

2. The words below appear in the article. Give their definitions.

Averse to, nonplussed by, anxious, disconcerting, feisty, sensuous, lacking in smth, polished, vulnerable, harsh, tacit, tricky, modest, confident, unsure, close-knit, unwavering, boastful, sensible, scattered, grateful.

3. Give the opposite to

Certain, polite, grateful, comfortable, polished, sure, sensible, modest, confident, harsh, mature, ill-mannered

4. Explain the meaning of the following idioms. How do they contribute to the effect produced by the text?

- to stick to smth

- a defence mechanism
- to mask smth
- trappings of success
- to run away from the fact
- in the glare of celebrity culture
- to dazzle smb
- to meet one's side of the bargain
- unwavering support
- to be caught in the whirlwind
- to chill out

5. Complete the following sentences

- a. Keira Knightly is a person who ...
- b. She is a type of actor who ...
- c. She is a daughter who ...

V. Discussion

1. Are you interested in commercial or artistic films?
2. Are artistic films usually of better quality than commercial films? Can you think of any artistic film that became successful commercially? What kind of film would you rather go to?
3. Tell your group about your favourite actor or actress. What makes him/her special to you?

Unit 3

Addiction to the Internet

I. Pre-reading task

1. What associations do you have when you hear the word “addiction”?
2. What things might people become addicted to?
3. Make a list of possible addictions. Divide the list into new or modern addictions and old or traditional ones.

II. Reading

Addiction to Internet ‘is an illness’

New evidence shows that heavy users suffer isolation, fatigue and withdrawal symptoms.

David Smith, technology correspondent
March 23, 2008

Tense? Angry? Can’t get online? Internet addiction is now a serious public health issue that should be officially recognised as a clinical disorder, according to a leading psychiatrist.

Excessive gaming, viewing online pornography, emailing and text messaging have been identified as causes of the disorder by Dr Jerald Block, in the respected American Journal of Psychiatry. Block argues that the disorder is now so common that it should be included in the Diagnostic and Statistical Manual of Mental Disorders. He says Internet addiction has four main components:

- Excessive use, often associated with a loss of sense of time or a neglect of basic drives;
- Withdrawal, including feelings of anger, tension and/or depression when the computer is inaccessible;

- The need for better computers, more software, or more hours of use;
- Negative repercussions, including arguments, lying, poor achievement, social isolation and fatigue.

A case study is South Korea, which has the greatest use of broadband in the world. Block points out that 10 people died from blood clots from remaining seated for long periods in Internet cafes and another was murdered because of an online game. Their country now considers Internet addiction as one of its most serious public health issues. The government estimates that around 210,000 South Korean children are affected and in need of treatment. 80 per cent of them might need drugs targeting the brain and nearly a quarter could need to go to hospital. Since the average high school pupil there spends about 23 hours per week gaming, another 1.2 million are believed to be at risk of addiction and require basic counselling. There has been alarm over a rising number of addicts dropping out of school or quitting their jobs to spend more time on computers. In China it has been reported that 13.7 per cent of adolescent Internet users, about 10 million, could be considered addicts.

Block, a psychiatrist at the Oregon Health and Science University in Portland, writes that the extent of the disorder it is more difficult to estimate in America because people tend to surf at home instead of in Internet cafes. But he believes there are similar cases and says: "Unfortunately Internet addiction is resistant to treatment and has high relapse rates." He told *The Observer* that he did not believe specific websites were responsible. "The relationship is with the computer," he said. "First, it becomes a significant other to them. Second, they exhaust emotions that they could experience in the real world on the computer, through any number of mechanisms: emailing, gaming, porn. Third, computer use occupies a tremendous amount of time in their life. Then if you simply try to remove the computer, they've lost their best friend. That can take the form of depression or rage."

Harry Husted, a single 51-year-old from New York, spends 16 hours a day on the Internet. He insists that he is not addicted, but admits that he used to be. "I used to work with computers for eight hours, then get home and go online for seven hours. I would stay up until two or three in the morning or until I got so sleepy I had to go to bed. I wouldn't go out to get the groceries and I couldn't have cared less about friends, TV, anything. After a while I realized what was happening and did something about it. Now if I use My Space it's only to advertise my business."

Internet addiction clinics have sprung up around the world in an attempt to wean people off their need for a fix. Many people have turned, apparently without irony, to web discussion boards with names such as Internet Addicts Anonymous. The Centre for Internet Addiction Recovery in Bradford, Pennsylvania, says Internet addiction has become a growing legal issue in criminal, divorce and employment cases.

Robert Freedman, editor of the American Journal of Psychiatry, said Internet addiction can be diverse. "In Korea, it seems to be primarily gaming sites. In America, it seems to be Facebook. Additionally, it's porn, it's games, it's gambling, it's chatting with friends. All these things existed before, but now they're a lot easier."

To beat the addiction, he advised: "A self-help group might be a place to start. Maybe replace an online group with a real one."

III. Comprehension work

Find the answers to the questions in the article.

1. What are the four basic components of Internet addiction?

a) Emailing, viewing online pornography, texting and isolation.

b) Excessive use, withdrawal symptoms when the computer is not accessible, the constant need for better computers and software and negative repercussions on the user's life.

c) Spending at least 16 hours a day on the Internet, quitting jobs, leaving school and social isolation.

2. In Korea, the main cause of Internet addiction is...

a) ... playing online games.

b) ... viewing pornography.

c) ... spending time on social websites such as Facebook and MySpace.

3. The case study revealed that many Internet addicts...

a) ... are in financial trouble.

b) ... take recreational drugs.

c) ... left their jobs or stopped attending school.

4. Ironically, self-help groups can be found...

a) ... in Internet cafes.

b) ... on the Internet.

c) ... in Pennsylvania.

IV. Vocabulary work

1. In the article, there are many words that are used to describe negative emotions and states of mind.

a) Find words that mean the following.

tiredness _____

despondency _____

loneliness _____

anxiety _____

b) How many other similar words can you find? Explain their meaning.

2. Write the key words and phrases into the sentences.

case study discussion boards self-help group negative repercussions a fix clinical disorder public health issue significant other withdrawal symptoms wean off

1. _____ are the unpleasant physical and mental effects suffered by someone who stops taking a substance that they are addicted to.

2. A _____ is a medical matter that affects the general population.

3. A _____ is a medical problem or condition.

4. _____ are the bad effects that something has, usually lasting for a long time.

5. A _____ is a piece of research that records details of how a situation develops over a period of time.

6. Your _____ is the person you are having a (romantic) relationship with.

7. When you make someone gradually stop depending on something that they like and have become used to, especially a drug or a bad habit, you _____ them _____ it.

8. _____ is an amount of a drug that someone feels they need to take regularly to satisfy their addiction.

9. _____ is another term for online forums.

10. A _____ consists of people who discuss their problems and find ways to deal with them.

V. Discussion

Are you a net junkie?

Answer these questions for yourself or for someone you know and discuss the results. Do you think these test questions are a good indicator of Internet addiction?

1. Do you feel preoccupied with the Internet?
2. Do you need increasing amounts of time on the net in order to achieve satisfaction?
3. Have you repeatedly made unsuccessful efforts to control, cut back or stop Internet use?
4. Do you feel restless, moody, depressed or tense when you try to cut down or stop Internet use?
5. Do you often stay online longer than you originally intended?
6. Have you jeopardized or risked losing a partner, job, educational or career opportunity because of the Internet?
7. Have you lied to family members, a therapist or others to conceal the extent of your involvement with the Internet?
8. Do you use it to escape from problems (e.g. feelings of helplessness, guilt, anxiety, depression)?

If you answer 'yes' to five or more of these questions, you may have an Internet addiction!

Source: Centre for Internet Addiction Recovery
www.netaddiction.com

Part V

Global issues

Unit 1

Global warming

I. Pre-reading task

Some scientists say that global warming is disrupting the weather and causing drought, flooding, hurricanes etc. What types of extreme weather have been in the news recently? What has happened to the people involved?

II. Reading

Global warming: adapting to a new reality

Elisabeth Rosenthal

As countries across Europe reduce production of greenhouse gases in order to fight climate change, scientists and citizens are discovering that effects of warming are already upon us. Irreversible warming is already happening, they say, and will continue for a century even, if polluting emissions are controlled by the Kyoto Protocol, the international treaty aimed at limiting greenhouse gases

To this end, they say, governments and citizens must prepare for a steamier future, adapting to a climate that is hotter and stormier.

^a"In addition to mitigating climate warming, we should also be focusing on how to adapt," said Richard Klein of the Potsdam Institute for Qimate Impact Research, in Germany. "In the last few years people have realized that climate change will happen. Adapting is not a choice—it's something we need to do,"

The early warning signs of global warming are apparent: an increase in summer deaths due to heat waves in Europe; the northern migration of toxic algae¹ and tropical fish to the Mediterranean; the spread of disease-carrying ticks² into previously inhospitable parts of Sweden and the Czech Republic

Scientists say that global warming may be partially responsible for the rising number of powerful hurricanes, like Katrina, as well as an increase in floods, like the ones that inundated parts of central Europe this summer.

Global warming also has been linked to recurring summer fires in Portugal, since the Iberian Peninsula has become hotter and dryer than in the past.

The role of global warming in creating any particular flood or fire or outbreak of disease is difficult to prove, since year-to-year temperature variability and other factors are involved. But the average number of yearly weathet-and climate-related disasters in the 1930s was twice that of the 1980s, according to the European, Environment Agency, in Copenhagen.

In response to this trend, countries and politicians are starting to think about changes they will have to make. French farmers are shifting to crops that better tolerate warmer temperatures—from corn to rapeseed³, for example. Austrian ski resorts that cars no longer count on snow are planning hiking trails and golf courses.

The Italian city of Brescia is supplying the elderly with air-conditioners, a rarity in that country. Planners of the new Copenhagen subway raised all structures to allow for a half-meter, or 1.5-foot, rise in sea level that they expect global warming to cause in the next 100 years.

Most scientific models predict that temperatures will rise from 2 degrees to 6 degrees Celsius, in Europe over the next century—slightly less elsewhere in the world. And people are largely unprepared.

Jacqueline McGlade, executive director of the European Environment Agency predicted that if nothing were done, people in northern and southern, Europe, where the effect is expected to be greatest, would become "climate refugees," moving to the center of the continent.

Evidence of warming is now irrefutable, and almost all scientists believe it has been produced—or at least vastly accelerated—by emissions associated with industrialization.

Southern Europe is likely to heat up within the next two decades, the European Environment Agency predicts. Cold winters, which occurred once every 10 years over the last three decades, are expected almost to disappear, McGlade said.

Already, scientists have been able to detect some hard evidence of climate change.

With winter temperatures in Sweden rising by up to 3 degrees Celsius in the 1990s, many parts of the country have lost their winter snow and ice cover in the last two decades, producing dramatic effects on ecology.

Sometimes adapting to climate change is simple: The Swedish government is encouraging foresters to plant new species of trees that grow better in a slightly warmer climate, for example. In Hamburg and Rotterdam, new docks are being built to accommodate the likelihood of rising sea levels.

In other cases, adaptation would be so expensive that the authorities may opt to *let* nature take its course. Along the British coast in Norfolk and Essex, local governments are contemplating setting marginal coastal farmland, already beset by frequent flooding, simply sink into the sea as the water level rises. The most sensible thing may be for man to withdraw and change the coastline," Klein said.

"You won't have to pay subsidies. And these fields could probably become a healthy salt marsh, rather than poor farmland."

III. Comprehension work

1. Match the article sub-heading below with the appropriate paragraphs

- a. Reading the Signs
- b. Already Adapting to Changes
- c. Letting Mother Nature Win
- d. Controlling Global Warming
- e. A Bleak Future
- f. Too Late for Reversal

2. Read for details. What problems are the following countries having? What solutions are offered?

	problems	solutions
France		
Italy		
Austria		
Denmark		
Sweden		
UK		

IV. Vocabulary work

1. Find words in the article which mean

- changing your behavior
- poisonous
- a plant or animal group
- to concentrate on
- obvious
- to connect to
- to rely on
- to speed up
- reasonable
- to get warmer
- to notice
- to get away
- high probability
- to choose

2. Give the opposite to

Reversible
Hospitable
Responsible
Expected
Frequent
Prepared
Likely
Refutable
Certain

3. Complete the sentences with one of the words from above
- The illness is very serious and I am afraid ...
 - He drank and drove the car – this was extremely ... behavior.
 - No one thought this film would win the Oscar – it was
 - completely ...
 - Evidence of warning is now ...
 - The tsunami was enormous, besides it was absolutely ...
 - It is ... that an earthquake would hit here, it is a very stable
 - a. area.

V. Discussion

- Do you believe that global warming exist as a phenomenon?
- Why do so many scientists disbelieve that?
- What can be done about global warming?
- Make a list of concrete suggestions.
- Do you believe that the mankind can ever resist the forces of
- a. Nature?

VI. Role play

You are an environmental group and have been given a large amount of money to campaign on a particular issue. Divide into groups to represent the following points:

- Ban smoking in all public places
- Recycle more
- Forbid the use of pesticides
- Close down factories that cause poll

Unit 2

Endangered species

I. Pre-reading task

1. What do you know about extinct or endangered animals?
2. What are the main causes of animal extinction?
3. What practical things could be done to reduce the number of animals in danger?

II. Reading

Nearly half of all the world's primates at risk of extinction

James Randerson, science correspondent
The Guardian August 5, 2011

Nearly half of all primate species are now threatened with extinction, according to an evaluation by the International Union for the Conservation of Nature (IUCN). The study, which drew on the work of hundreds of scientists and is the most comprehensive analysis for more than a decade, found that the conservation outlook for monkeys, apes and other primates has dramatically worsened. In some regions, the thriving bushmeat trade means the animals are being 'eaten to extinction'.

The 2007 IUCN 'red list' has 39% of primate species and sub-species in the three highest threat categories – vulnerable, endangered and critically endangered. In today's revised list, 303 of the 634 species and sub-species – 48% – are in these most threatened categories.

The biggest threats faced by primates are habitat destruction through logging, hunting for bushmeat and the illegal wildlife trade. “We’ve raised concerns for years about primates being in peril, but now we have solid data to show the situation is far more severe than we imagined,” said Dr Russell Mittermeier, the chairman of the IUCN Species Survival Commission’s primate specialist group and the president of Conservation International.

“Tropical forest

destruction has always been the main cause but now it appears that hunting is just as serious a threat in some areas, even where the habitat is still quite intact. In many places, primates are quite literally being eaten to extinction.”

The picture in south-east Asia is particularly bleak, where 71% of all Asian primates are now listed as threatened, and in Vietnam and Cambodia, 90% are considered at risk. Populations of gibbons, leaf monkeys and langurs have dropped due to rapid habitat loss and hunting to satisfy the Chinese medicine and pet trade. “What is happening in south-east Asia is terrifying,” said Dr Jean-Christophe Vie, the deputy head of the IUCN species programme.

“To have a group of animals under such a high level of threat is, quite frankly, unlike anything we have recorded among any other group of species to date.”

In Africa, 11 of 13 kinds of red colobus monkey have been listed as critically endangered or endangered. Two may already be extinct. Overall, 69 species and sub-species (11% of the total) are considered critically endangered,

including the mountain gorilla in central Africa, a snub-nosed monkey in Vietnam and an Asian langur. In the endangered category are another 137 species and sub-species (22%) including the Javan gibbon from Indonesia, golden lion tamarin from Brazil and Berthe’s mouse lemur from Madagascar.

Species are judged to be in these categories if they have a small population size, are suffering rapid population declines and

have a limited geographic range. The apparent jump in the numbers of threatened primates from 39% to 48% has not in reality happened in the course of one year. The major new analysis has filled in missing data that was not available previously, according to Michael Hoffman at Conservation International. The last major assessment was carried out in 1996. “The situation could well have been as bad as this, say, five years ago, we just didn’t know. But now we have a much better indication of the state of the world’s primates – and the news is not good,” he said.

The review, which is funded by Conservation International, the Margot Marsh Biodiversity Foundation, Disney’s Animal Kingdom and the IUCN is part of an unprecedented examination of the state of the world’s mammals to be released at the IUCN World Conservation Congress in Barcelona in October.

However, there was some good news for primates. In Brazil, the black lion tamarin has been brought back from the brink of extinction and shifted from the critically endangered to endangered category. This is the result of a concerted conservation effort which has also benefited the golden lion tamarin – it was downlisted to endangered in 2003. “The work with lion tamarins shows that conserving forest fragments and reforesting to create corridors that connect them is not only vital for primates, but offers the multiple benefits of maintaining healthy ecosystems and water supplies, while reducing greenhouse gas emissions that cause climate change,” said Dr Anthony Rylands, the deputy chair of the IUCN primate specialist group.

The scientists also came close to downlisting the mountain gorilla to endangered following population increases in their forest habitat that spans the borders of Rwanda, Uganda and Democratic Republic of Congo. However, political turmoil in the region and an incident in which eight animals were killed in 2007 led to the decision to delay the planned reclassification.

III. Comprehension work

1. Choose the best answer according to the text.

1. The biggest threats faced by primates are...

- a. ... logging and the Chinese medicine trade.
- b. ... hunting and the illegal trade in bushmeat.
- c. ... habitat destruction and the illegal wildlife trade.

2. Why does the mountain gorilla remain in the critically endangered category?

- a. Because of continuing political unrest in the region.
- b. Because the last major assessment was carried out a long time ago.
- c. Because their forest habitat has not increased.

3. What does 'eaten to extinction' mean?

- a. The animals are eating so much there will soon be nothing for them to feed on.
- b. They are all being killed for their meat.
- c. People are beginning to eat bushmeat as an alternative to regular meat.

4. Why are primates hunted in south-east Asia?

- a. To satisfy the Chinese medicine and pet trade.
 - b. To provide bushmeat.
 - c. To keep their populations down.
2. Correct the information

Each of these statements contains a factual error. Look in the text, find the relevant information and correct the error.

1. IUCN stands for the International Union for the Consolidation of Nature.
2. The highest threat category is 'vulnerable'.
3. In south-east Asia, 17% of all Asian primates are listed as threatened.
4. The mountain gorilla lives in central Asia.
5. The situation is less severe than scientists imagine.
6. The black lion tamarin is critically endangered.

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Десятилетия, перспектива, ухудшаться, незащищенный, зона обитания, опасность, достоверные данные, тяжелая ситуация, нетронутые территории, мрачная картина, быстрое уменьшение популяции, на грани исчезновения, получить пользу, сохранить леса, жизненно необходимо, экосистема, многочисленные выгоды, уменьшить выброс газов, откладывать что-либо.

2. Fill the gaps in the sentences using these key words from the text.

Vulnerable bushmeat habitat extinct
unprecedented
Bleak fragment turmoil primate thriving

1. If something that happens is _____, this means that it has never happened before.
2. If a business or trade is described as _____, it is very successful.
3. A _____ species is one that is easy to hurt or attack.

4. _____ is a state of excitement or uncontrolled activity.

5. A _____ is a small piece of a larger object.

6. _____ is the meat of wild animals killed for food or commerce in tropical countries.

7. A _____ is any animal belonging to the same group as humans, including monkeys and apes.

8. An _____ animal, plant or language no longer exists.

9. An animal's _____ is the type of place that it normally lives in.

10. A _____ outlook or prospect is one that does not offer people any reasons to feel happy or hopeful.

3. Find the following words and expressions in the text.

1. A phrasal verb meaning to use something you have gradually accumulated or saved.

2. An adjective meaning not harmed, damaged or lacking any parts.

3. A two-word expression meaning to be absolutely honest.

4. A two-word expression meaning with a short nose that looks rather flat.

5. A phrasal verb meaning to add missing information.

6. A noun meaning the point in time when something very good or bad is about to happen.

7. An adjective meaning involving a lot of people or organizations working together in a determined way.

8. A verb meaning to cover or cross an area completely.

4. Match the verbs from the left-hand column with the nouns from the right-hand column to form phrases from the text.

1. raise

2. fill in

3. carry out

a. climate change

b. an assessment

c. greenhouse gas emissions

- | | |
|-----------|----------------------|
| 4. offer | d. concerns |
| 5. reduce | e. multiple benefits |
| 6. cause | f. missing data |

5. Complete the phrases using prepositions.

1. _____ risk
2. _____ threat
3. _____ peril
4. _____ reality
5. due _____
6. back _____ the brink

V. Discussion

Is it worth spending millions of pounds to protect endangered species? Is it so important if a few rare species of primate become extinct?

Unit 3

Globalization

I. Pre-reading task

1. In your opinion, is globalization basically a good or a bad trend?
2. List as many positive and negative effect of globalization as you can think of.
3. Do you think it is possible to stop or slow down globalization? Why or why not?

II. Reading

Managing globalization

David Altman

Two decades have passed since the word "globalization" started showing up with any frequency in discussions of business and economics. At first, the focus was on Western companies' trying to compete with cheaper, sometimes better imports from Japan, South Korea, China and other countries. It was a straight fight: the battle lines were drawn along each country's borders.

Later on, things became more complex, Asian companies started designing and assembling products in the West. Western companies opened up new fronts by sending jobs abroad—nor just in manufacturing but in service industries as well.

At the turn of the millennium, there was a lot of talk about whether globalization was a Good Thing or a Bad Thing. One side argued that it allowed big, multinational corporations to exploit workers in poor countries to pad their profit margins. The other side retorted that the expansion of these corporations into the developing world offered the best hope for raising living standards.

One side complained that globalization was creating and destroying industries too quickly for the labor force to adjust. The other side answered that these shifts were rapidly improving the world's ability to use its resources efficiently.

Now it's pretty clear that globalization, be it good or bad, is an Unavoidable Thing. Rather than dealing with the problems of globalization head-on, it can be tempting to try to slow the process. Yet that's likely to postpone the problems, not solve them. Unless every country simultaneously decides to close its borders to commerce, migration and financial transactions, globalization will continue. Tariffs exist, of course, as do restrictions on foreign workers and foreign investment. But as technology for moving goods, people and information improves, globalization will accelerate.

How and why this is happening is well-trodden territory. Moreover, arguing about whether it's good or bad has become, something of a simplistic activity. There are clearly winners and losers, and they're identified every day through layoffs, profit figures and the cash registers of retail stores carrying ever-wider selections at ever-lower prices.

The more relevant question now is how to manage the transition to a more globalized world. In theory, the gains of the winners in trade always outweigh the costs to the losers. So how can those gains be distributed so that everybody wins, at least a little bit?

People are making decisions every day that change the impact of globalization on their lives. Parents choose whether to pay for extra language lessons for their children. The chief executive in a dying industry weighs how much his company should invest in researching new products. A government minister tries to figure out how to keep her country's brightest scientists from moving overseas.

Yet it's not easy to plan for the future without knowing what the future will look like. Back in the 1980s, Americans were encouraging their children to learn Japanese. Now, Chinese is the language of choice. Solar-powered cars were all the rage, then electrical hybrids. In the next decade, fuel cells may take over. Though India still watches as hundreds of its brightest graduates

head to the United States every year, more and more are staying home to start their own businesses.

The ground-level challenges require flexible solutions. Developing specific skills, inventing specific technologies or passing specific laws to fit the circumstances of the moment may not be enough.

It may be more important to develop skills that help you to pick up more skills, to invent technologies that set the stage for generations of innovation, and to pass laws that open the door to several different kinds of regulation—in other words, to create a platform for flexible decision-making in the midst of rapid changes.

Education, pension rules, intellectual property laws, tax policy, research spending, job training and the financial system—all of these areas are feeling the effects of globalization.

The integration of the global economy is making every single topic more complex. But each one is also involved in the solutions to those big challenges.

With that knowledge in hand, a few more winners may appear on the battlefield of the global economy.

III. Comprehension work

Each of the sentences below summarizes one of the paragraphs in the article. Find them. Suggest summarizing sentences for the other paragraphs.

1. It is impossible to know what changes globalization will bring.
2. It is no use talking if globalization good or bad.
3. Individuals constantly make decisions in response to globalization.
4. Globalization cannot be avoided, in fact it will accelerate.
5. The best way to prepare people for globalization is to teach them to “

IV. Vocabulary work

1. Find in the article the English equivalents of the following words and phrases.

Неизбежный, эффективный, замедлить/ускорить процесс, хорошо изученная территория, улучшать стандарты, решать проблемы, одновременно, в теории/на практике, принять решение, взвесить все за и против, принять закон, быстрые изменения, гибкие решения.

2. Scan the article for the missing words in these phrases.

- a. big, corporations
- b. intellectual ... laws
- c. the best hopes for ... living standards
- d. pad their ... margins
- e. the ... of the winners
- f. the ... to the losers
- g. ... products

3. Complete the sentences below.

- a. The retail ... of this computer has been reduced.
- b. This is a good time to buy – before the government ... interest rate again.
- c. If you want a better ... , you need to go to a bigger store.
- d. Telemarketing does not make an actual product, it is an example of a ... industry.

4. Translate into English

А. Глобализация на нынешнем этапе развития кажется неизбежной.

Б. Трудно взвесить все плюсы и минусы глобализации.

В. Современные экономические процессы можно сравнить с полем боя, в них есть победители и проигравшие.

Г. Гибкость, возможно, будет самым важным условием для выживания в будущем.

Д. Какие доводы могут быть высказаны в защиту расширяющейся глобализации?

Е. Мировым лидерам необходимо принимать во внимание возможные негативные последствия глобализации для их стран.

Ж. Некоторые эксперты считают необходимым ускорить глобализацию, другие – замедлить ее.

З. Влияние глобализации на повседневную жизнь людей может быть незаметным, но оно, безусловно, есть.

5. Give as many words combinations as you can with the following words. Make sentences of your own.

To raise, to open, to deal with, to compete with, to postpone, to weigh, to exploit.

V. Discussion

1. Has reading the article made you think differently about globalization? In what way?
2. Is globalization more positive or more negative phenomenon for you?
3. Try to predict how globalization will affect people in the future.

Part VI

Additional texts

Text 1.

Key questions that help marriages last

Counsellors warn of dangers ahead if starry-eyed couples don't discuss their visions of the future

Amelia Hill

The Observer 30 Nov 2014

Couples are getting married, becoming parents and embarking on long-term relationships without discussing the basics of their shared futures, research has revealed.

Many do not discuss whether they want children, if they will have a joint bank account and how they will share out the domestic chores, according to the study by Marriage Care, a charity that provides relationship counselling and courses on preparing for marriage.

'Couples are often blind to key differences between them, not just in the first heady days of romance, but right up until the moment at which those differences become a real and perhaps insurmountable problem,' said Terry Prendergast, the charity's chief executive.

Prendergast, who is also chairman of the International Commission on Couple and Family Relations, added: 'They are not making sure their plans and dreams for the future are aligned before committing to spend their lives together.'

Following the study, which involved in-depth interviews with more than 500 counsellors, Marriage Care has drawn up a list of 10 issues

that couples are least likely to have discussed but which could tear a relationship apart if they later became points of contention.

Prendergast found that while relatively impersonal issues, such as career ambitions and whether or not they want to live abroad, are likely to be covered, more intimate and contentious subjects such as children and money are less likely to have been explored.

Two-thirds of couples had failed to discuss whether they wanted children. This was closely followed by failing to make any agreement on how they intended to manage their bank accounts, debts and pensions. Bringing up children, in terms of education and religion, is another conversational no-go area, as is how the couple intend to share domestic chores. There was also little discussion about the amount of time each would spend at work or at home, or how much time they expected to spend together and apart.

'There is also a great fear of discussing what each person sees as their partner's bad habits, such as snoring, addictions and irritating behaviour,' said Joe Hannion, a relationship counsellor since 1986. 'And in an omission that will surely only make matters worse, very few couples have talked about what they will do when they disagree with each other. Nor how they will communicate and talk about difficult issues regarding their relationship and sex.'

'Couples are often quite starry-eyed about their expectations of married life and unwilling to admit to anything which could show their compatibility for each other to be less than perfect. But for a marriage to succeed, it is vital to know the relationship's weaknesses as well as its strengths from early on.'

Bridie Collins, head of relationship and marriage education at Marriage Care, asks couples to complete a 156-point 'self-diagnostic inventory' detailing their hopes and ambitions. It also touches on more confrontational issues, such as 'I am concerned that my partner spends money foolishly' or 'I have at times been fearful that my partner will cause me harm'.

'Couples are marrying at older ages than ever before and so are coming to relationships with firmer ideas and assumptions about what sort of life they are going to lead,' said Collins. 'This means couples need to have more skill in communicating and a deeper knowledge of each other before deciding they are compatible enough to share a future.'

Text 2

Working mothers still gather guilt

The roots of our childcare problems lie in our out-dated attitudes towards equal parenting

Geraldine Bedell

The Observer 14 Dec 2013

Who is best placed to bring up your child? You, or the possibly transient, probably underpaid, young, and not as naturally qualified staff of a daycare centre?

This is the question raised by last week's report from Unicef on the state of childcare in 25 developed countries. For the first time in centuries, it notes, the majority of parents in the developed world are farming out the care of their children to paid workers. At the same time, neuroscientific research shows - surprise, surprise - that the architecture of the brain is formed largely through the interactions of the early years; love, it turns out, is as important for intellectual as for emotional development.

So this mothering thing that my generation was taught to disdain as something we could fit in round our economically valuable, high-status, real work - and that we could get away with paying other people low wages to do - proves to be not such a side issue after all.

Women have always known this secretly, of course. Since childcare has been our historic responsibility, we've felt in dereliction of our duty. When we were on maternity leave, or doing more of the childcare because that was how the architecture of our own brains had been established, we could see how much social capital was created by meeting other parents, hanging around at school gates.

This awkward truth remains the great unspoken issue of the childcare debate. Feminists don't particularly want to face it publicly because it plays into the hands of reactionaries who'd rather we weren't in the workplace, and certainly not competing for the top jobs.

Unfortunately, there's another unpalatable reality, in conflict with that one: being with children all the time can be boring, draining and frustrating. Most women work not only because they couldn't otherwise manage financially, but also because work offers self-esteem, sociability, power and dignity. The trouble with paid childcare is that it lets men off the hook. Women have to pay for childcare because most men aren't prepared to cut back their hours to do enough of the parenting. If women want to work, it should be men, rather than children, who alter their lives.

It comes as no real surprise, then, that the countries doing best in Unicef's assessment are those with the most social and gender equality - Sweden and Iceland. In the UK, the debate about whether to opt for paid childcare, in what form, and how much of it, takes place against a background of growing inequality, a winner-takes-all society where not to be constantly available on your BlackBerry is not to have a proper career. The rewards for work of often opaque value, certainly compared to raising a child, can be enormous. Extended parental leave, job security and part-time employment are for wimps.

Many women look at the pay gap, at their own inclination to balance, at the impossibility of two parents being distracted most of the time, and choose to work part-time, or at any rate with less zealotry. And most parents manage to cobble something together that more or less works. (The Unicef report is flawed in not taking into account informal, home-based, or neighbourhood childcare - grandparents, child minders, au pairs.)

Parents may feel guilty about how much of their children's upbringing they delegate to others, but the dangerous experiment that Unicef implies we are embarked upon is actually being pursued for the most part with love and concern for the balance of everyone's interests. Which is not to say that the circumstances in which the decisions are being made are remotely ideal.

It is those who aren't in a position to make decisions with whom we should really be concerned. One reason Britain figured so poorly on Unicef's rankings (the government disputes our mid-table position) is that there are still three million children living in poverty here. Many are clustered in places where the notion of family itself seems to have collapsed. Here it is not a choice of whether both parents have serious jobs, because there's only one parent and no work.

These families feature a desire to do the best by children, as do families everywhere, but have little ballast in terms of work or structure to lives. A child from the most disadvantaged 5 per cent of families is 100 times more likely to have multiple problems at the age of 15 than a child from the most affluent 50 per cent of families. Nursery care can be invaluable here. The Unicef report (which does rather lack the courage of its alarmist convictions) acknowledges that daycare can improve linguistic and social development and help break the cycle of deprivation.

If you wanted to design an ideal childcare strategy, you wouldn't start from here. You'd have to go much further back, to gender parity and social equality, and an economy that was designed to serve those ideals, not ride roughshod over them.

Perhaps the recession will induce a rethink; perhaps technology will offer more civilised, financially manageable ways of working to more people. But it's hard to see the balance of work and family being much easier for the next generation of parents. Not as long as we are prepared to countenance quite so much inequality, anyway.

Text 3

From The Sunday Times

January 4, 2015

Open Minds: The not-so-terrible teens

It's high time to give British youngsters a break, says Shami Chakrabarti, the director of the civil-rights group Liberty — they're not nearly as bad as you think

I'm afraid it's happening. The police officers, schoolteachers, even the cabinet ministers, seem younger, and I'm finally staring down the barrel of my 40th year.

Now a mother myself, I cringe at much of what I put my parents through in those teenage years. Sometimes I hear their voices in mine, and it's not always the sweetest music. The other day my six-year-old questioned the rationale for some request or instruction and, yes, I actually said, "because I'm your mother and I said so".

What can I do to halt the slide before the professional protester becomes Disgruntled of Little Whingeing; the music too loud and fashions too strange to understand? I find that actually talking to young people provides a useful counterpoint to that image of kids jumping on a car roof. You must know it, the scary one that seemed to appear on the news every night for years. My own little one is a good start — 6 going on 16, with strong, precocious opinions and a big heart.

"Do you have to argue about absolutely everything?" I seem to be on autopilot now. The quick wit and warm smile flash back. "Mum, we're related. It's in my DNA." I don't tell him that the authorities actually stockpile kiddy DNA these days. Looking in the mirror is a

complicated pastime when each characteristic is capable of irreverent rejoinder.

Then there are other people's children, even more of a challenge without the compensations of genetic vanity. My son recently banned me from chatting to his playmates. He found it too embarrassing, like trendy-teacher syndrome.

So my real exposure is to slightly older young people. Are they really so much more lazy, rude and troublesome than a generation ago?

I wonder. My friends' teenage offspring seem rather nicer than I was at their age, and the young strangers that I stop on south London streets for directions are so much keener to help than my misanthropic middle-aged counterparts, no doubt overburdened with problems of their own.

Even students (supposedly the lotus-eaters of modern society) seem necessarily more world-weary than when I first set foot on campus 20 years ago. Debts replace dreams and second jobs the space for social mobility and personal growth that we enjoyed at college. These kids have grafted and been tested within an inch of their lives since the sandpit, yet Grumpy Great Britain complains the tests are too easy.

The ever-ageing population and competition for resources are only likely to increase the risk of age apartheid in a country that will no doubt need its present young generation to work harder, longer and for less financial reward to keep the baby-boomers and Thatcher youth in the manner to which we have become accustomed.

Do you remember those signs that said "No more than two schoolchildren may enter at any one time"? Well, they're still there, but now they are accompanied by curfews and silent sirens that repel only young ears.

Ask visitors from all over the world and they'll tell you that we are as odd in our attitude to the young as to the old. We can't seem to cope with the mess, noise and unpredictability. My postbag suggests that adolescents are even less popular than terrorist suspects. I fully expect to see "Britain Hates Hoodies" appearing on prime time one of these Saturday nights. The judging panel of cop, editor and ambitious politician would name and shame various naughty kids. Tele-voting and an audience stoning would follow in this innovative blend of popular justice and entertainment. Premium phone rates would apply.

Don't get me wrong. I'm as prone to fear, irritation and general grumpiness as the next person, and know that kids can be as thoughtless and cruel as the rest of us. But that's no excuse for prejudice and collective punishment, or the blanket withdrawal of the kindness and civility that we are so quick to demand for ourselves.

When relations do break down between youth and the not-so-young, we could take a little more personal responsibility. Tough though parenting is, the state is even worse at it than we are and law enforcement the least appropriate baby-sitter.

Let's stop blaming the young for our mistakes, large and small. They didn't crunch the credit or wreck the planet. They didn't choose their parents or social circumstances — though many of them act as unpaid carers for years before they even get to vote.

As someone who has the joy and privilege of working with young colleagues, I am humbled by the altruism, industry and expertise of the MySpace generation. Sharing their space fills me with endless optimism that our future might be far safer in their hands than their precious childhood ever was in ours.

Text 4

Virtual people, real friends

The benefits of forming friendships with those we meet online are obvious, so why is the idea still treated with such disdain?

Anna Packard

The Guardian 02 Jan 2012

Another week, another survey purporting to reveal great truths about ourselves. This one says that not only do UK housewives spend more of their downtime online than anyone else in the whole wide world, but also that – shock, horror – people are increasingly open to turning "online" friends into people they'd deign to call real life friends.

To which I can only say good: Quite right too. If there's a more perfect place for making real friends, I have yet to find it.

The friends I've made online – from blogging in particular, be they other bloggers or commenters on this or my own site – are the best friends I now have. And yet, when I say this to people, many times they'll look at me like I'm a social failure; and when surveys like this are reported, it's always with a slight air of being the "It's a crazy, crazy, crazy world!" item last thing on the news. Some portions of my family still refer to my partner of six years as my "Internet Boyfriend". Call me naive, but far from being the bottomless repository of oddballs and potential serial killers, the internet is full of lively minded, like-minded engaging people – for the first time in history we're lucky enough to choose friends not by location or luck, but pinpoint perfect friends by rounding up people with amazingly similar interests, matching politics, senses of humour, passionate feelings about the most infinitesimally tiny hobby communities. The friends I have now might be spread wide, geographically, but I'm closer to them than anyone I went to school with, by about a million miles.

For me, and people like me who might be a little shy or socially awkward – and there are plenty of us about – moving conversations and friendships from the net to a coffee shop table or the bar stool is a much more organic, normal process than people who spend less time online might expect.

Depending on the root of the friendship, on where the conversation started, the benefit is clear – you cut out the tedium of small talk. What could be better?

There's no trying to slowly work out whether you think similarly or have the same kinds of life experience, or whether you really do have enough in common to sustain the friendship – all that is done by the time you meet because you've read their comments or their emails or their blog. You know where they stand on certain things, what they care about and just who they are – and so when you actually meet them, it's like you've known them a year already because all the small stuff is already out of the way, months of small talk replaced by the fact that online friendships are, essentially, self-selecting.

Whenever this crops up in surveys and conversation, though it's treated with an air of disdain. It's the sense of shock that surprises me, as if people on the internet were **not** "real" at all. Certainly, people play a character online quite often – they'll be a more confident, more erudite, or, depending on the site, more argumentative version of their real selves – but what's the alternative? What's the thing that's so much better than making friends in a virtual world? Meeting people at work? Yes perhaps, but for many, a professional distance between their work selves and their social selves is necessary, and they just don't want to spend that much time with people they work with – especially with their guard down. Is it better to meet friends in pubs? While drunk? Are they really much more themselves in that state than in the words through which they present themselves online?

There are always stories buzzing around about "man runs off with the woman he met on Second Life" or people who meet their soul mate online and end up with their head in someone's freezer – but affairs are affairs. People are people are people – by making friends online, you're simply speeding through the whole process, bypassing shyness and

getting rid of the social awkwardness that comes with trying to make a friend out of a stranger.

Is it really that odd that we're increasingly converting virtual friends to real, physically pokable ones as well as the other way around? Frankly, I now think it's weird to do much else. Call me naive, call me a social misfit, I don't care. Virtual people make the best real friends. And I'll keep saying that till they find my head in someone's freezer.

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