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Цель данного пособия – последовательная проработка коммуникативных навыков на основе лексических и текстовых материалов по актуальным темам, которые представляют особый интерес в современном обществе.

Учебное пособие предназначено для студентов магистратуры, обучающихся по специальности 45.04.01 «Теория и практика перевода в профессиональной коммуникации (основной язык - английский)»

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Введение

В современных условиях совершенствование иноязычной коммуникативной компетенции является одной из приоритетных задач филолога в его профессиональной и научной деятельности.

Данное учебное пособие предназначено для студентов магистратуры, обучающихся по специальности 45.04.01 «Теория и практика перевода в профессиональной коммуникации (основной язык - английский)» и «Теория и практика перевода в профессиональной коммуникации (основной язык - французский)», и отражает потребность в учебной литературе, соответствующей современным образовательным стандартам.

Дисциплина «Практикум по культуре речевого общения» составляет неотъемлемую часть программы подготовки студентов магистратуры, обучающихся по указанной специальности.

Тематика разделов представлена такими актуальными проблемами, как Education, Health, Communication Technologies.

Каждый раздел содержит лексический минимум, необходимый для успешной проработки изучаемой темы, примеры употребления лексических единиц и коллокаций, а также широкий набор упражнений, способствующих закреплению изучаемого материала и овладению следующими компетенциями:

ОПК-2 – владение коммуникативными стратегиями и тактиками, риторическими, стилистическими и языковыми нормами и приемами, принятыми в разных сферах коммуникации;

ПК-2 – владение навыками квалифицированного анализа, оценки, реферирования, оформления и продвижения результатов собственной научной деятельности;

ПК-10 – способность к созданию, редактированию, реферированию систематизированию и трансформации (например, изменению стиля, жанра, целевой принадлежности текста) всех типов текстов официально-делового и публицистического стиля.

Основной целью пособия является последовательная проработка коммуникативных навыков на основе лексических и текстовых материалов, которые представляют особый интерес в современном обществе.

Учебное пособие построено на основе системного и коммуникативного подходов с учетом всестороннего анализа лингвистической и экстралингвистической ситуации: разнообразные коммуникативные стратегии прорабатываются с использованием текстов актуальной тематики, аутентичных материалов, что не только обеспечивает студентов современным лексическим запасом, но и повышает их мотивацию при изучении дисциплины.

SECTION 1. EDUCATION

Study the Vocabulary:

top-tier institutions - учреждения верхнего уровня
MOOCs, massive open online courses - массовые открытые дистанционные курсы
MOOCs have multiplied in number - количество МОДК возросло в несколько раз
traditional institutions - традиционные учреждения
high drop-out rates - высокий процент отчисления
graduate diplomas - диплом о высшем образовании
professional degree - профессиональная степень
job prospects - перспективы работы
ultimate payoff - окончательная окупаемость
financial burden - финансовый груз
enormous endowments - огромные вклады (пожертвования)
less affluent students - менее обеспеченные студенты
recent graduates with bachelor's degrees are выпускники со степенью бакалавра среди
among the most indebted - наиболее обременённых долгами
enrollment more than doubled - набор увеличился более чем в 2 раза
to keep pace with the growing student body - идти в ногу с растущим количеством студентов
state-subsidized higher education - высшее образование, субсидируемое государством
to become mired in a financial morass - увязнуть в финансовом болоте
sharp increases in tuition - резкое возрастание оплаты за обучение
regardless of their financial circumstances - не считаясь с их финансовыми обстоятельствами
talented alumni - талантливые выпускники
grants and scholarships - гранты и стипендии
optimistic rhetoric of campus tours - оптимистическое краснобайство туров по университетскому городку
salesmanlike admissions officers - похожие на продавцов сотрудники приёмной комиссии
ever-escalating price of a college degree - всё возрастающая цена университетской степени
marking criteria - критерии оценки
exams can encourage surface learning - экзамены могут потворствовать поверхностному изучению

a possibility of plagiarism - возможность плагиата
to perform significantly better - показать существенно лучший результат
students are tempted to cheat - студенты чувствуют искушение обмануть
to attain proficiency in another language - достичь мастерства во владении другим языком
the optimal age for language learning - оптимальный возраст для изучения языка
there are cognitive benefits to early - существуют когнитивные преимущества для
childhood bilingualism - ранней детской билингвальности
to demonstrate academic gains in other areas - показать академические достижения в других областях
to have advantages in relation to their - обладать преимуществом по сравнению с monolingual peers - монолингвальными одноклассниками
academic achievement - академические достижения
the global economy increasingly values - в глобальной экономике специалистов specialists over generalists - ценят больше, чем универсалов
tremendous educational value - огромная образовательная ценность
the value of college connections - ценность университетских связей
to broaden horizons - расширять горизонты
to strengthen analytic and reasoning skills - улучшать аналитические и аргументационные навыки

- to attend a lecture = to go to listen to a speaker at university often with a large audience in a lecture theatre
- to attend a tutorial = to go to a meeting with a professor usually in small group held in his/her office
- comprehensive education = a well-rounded, broad education covering a variety of subjects
- deliver a lecture = to give a talk or presentation
- to do or complete coursework = doing project work or assignments as part of your course
- to enroll on a degree course = put your name down for a degree course
- the faculty of business = a department specializing in business at university
- fall behind with studies = fail to keep pace with the school / university work
- gap year = to take a year out between high school and university
- graduate (n) = someone who has completed a degree course
- to graduate from a university = complete a degree course / to finish university
- illiterate = unable to read and write

- intensive course = a course which runs over a short period of time but contains a lot of information and training
- keeping up with the work load = being able to maintain the level of studying required
- to lecture in media studies = to talk about media studies or to teach media studies at university
- the literacy rate = the percentage of people in a country or region able to read and write
- literate = to be able to read and write
- to major in physics = to choose physics as your main subject at university
- note-taking = being able to take notes in a lecture while the lecturer is talking
- pay off a student loan = to repay money borrowed for university education
- play truant / truancy = not attending school / being absent from school without permission
- to read history = to study history
- scholarship = an award of either free or supported education for high achievers
- student loan = money taken by a student to pay for their education which they must pay back after graduating
- undergraduate (n) = someone currently doing their first degree

Useful Language & Collocations

- lab work = laboratory experiments
- dissection = cutting up animals for scientific research
- scheduled lessons = lessons which are planned and written into a school curriculum
- algebra = formulas and equations in mathematics
- to give out or assign homework / to do or complete homework
- to complete high school / to graduate from high school
- to do, to participate or to take part in school activities or sport
- tracing = copying, outlining in pencil
- tone deaf = without an ear for music = unable to appreciate or hear different music and notes
- Certificate = a lower level qualification often offered at colleges rather than universities. This is also the word used for documentation received for completing any type of course or degree (she received her certificate for her BA degree).
- Vocational course = a course which teaches you skills for a specific job, for example engineering.
- Non-vocational course = a course which is not related to a job but to a general subject instead, such as Biology.

Exercise 1. Complete the following sentences using words from the table.

comprehensive education – gap year – graduated – literacy – on / in research – scholarship – scholarship – student loans

1. People who have from university stand a better chance of finding a good job.
2. I hope to enroll a degree in law next year in the UK.
3. There is a lot of competition to get a but without it I won't be able to afford the universities fees.
4. One of the keys to successful is knowing where to look for information and how to judge which information is most current and relevant. Knowing the best sources of materials is essential.
5. The rate of is higher in developed countries than in under developed countries.
6. Schools should offer a which includes subjects relating to all minority groups.
7. The rise in university fees has led to a large proportion of students taking out which can often be difficult to pay back.
8. Students who take a often find it difficult to get back into their studies again.
9. Rather than the government offering free university education for all people, they should, instead, ensure that a certain number of gifted individuals receive a

Exercise 2. Fill the gaps with the right words.

1. The school is known for _____ excellence.
2. There is accommodation for five hundred students on _____.
3. Maths is an important part of the school _____.
4. She has a _____ in physics from the University of Edinburgh.
5. I am studying _____ and I want to work in a bank.
6. Richard studied electrical _____ at Manchester University.
7. Lina has just _____ from university.
8. We went to a _____ on Italian art.
9. She is studying _____ and she wants to be a doctor.
10. My daughter is seven and she is at _____ school.

11. She is the _____ of a London school.
12. He is a _____ of politics at a UK university.
13. I have to _____ because I have an exam tomorrow.
14. He started studying _____ when he was young. He enjoyed doing experiments.
15. My son is fifteen and he is at _____ school now.
16. I talked a lot in every _____ when I was a student.
17. My daughter had a _____ to help her pass her maths exams.
18. My daughter _____ school close to our home.

Exercise 3. Study the following schemes. Comment on the similarities and discrepancies of the systems.

age	school		year	THE BRITISH SCHOOL SYSTEM																													
3	Nursery school																																
4																																	
5	Primary school	Infant school	1																														
6			2																														
7		Junior school	3																														
8			4																														
9			5																														
10	6	form	degrees																														
11	Secondary school (Comprehensive or Grammar school)	Secondary school	7																												first		
12			8	second																													
13			9	third																													
14			10	fourth																													
15			11	fifth	O(ordinary) Level	GCSE *																											
16		Sixth form college	12	lower sixth																													
17	13		upper sixth	A(dvanced) Level	GCSE *																												
18	University		1																														
19			2																														
20			3		Bachelor of Arts / Science																												
21			4		Master of Arts / Science																												
...			...		Doctor of Philosophy																												

* General Certificate of Secondary Education

age	school	grade	<h1 style="text-align: center;">THE AMERICAN SCHOOL SYSTEM</h1>												
3	Nursery School														
4															
5	Kindergarten														
6	Elementary School or Primary School	first													
7		second													
8		third													
9		fourth													
10		fifth													
11	Middle, school or Junior High school	Intermediate school													sixth
12		seventh													
13	Senior High school	High school	eighth	student	Examinations / degrees High school Diploma Associate in Arts/Science Bachelor of Arts/Science Master of Arts/Science Doctor of Philosophy										
14			ninth	Freshman											
15			tenth	Sophomore											
16			eleventh	Junior											
17	twelfth	Senior													
18	Community College		1	Undergraduate											
19			2				Associate in Arts/Science								
20	University or College		3												
21			4				Bachelor of Arts/Science								
22				(Post)Graduate			Master of Arts/Science								
...			...		Doctor of Philosophy										

Exercise 4. Match the words with their definitions

Assessment	Allowing a person or a system to dominate or be superior to another
Dumbing down	Copying other people works or ideas and saying they are yours
Elitism	Dividing classes according to ability
Interpersonal skills	The subjects to be covered in the course
Streaming	Making something easier or less valuable
Curriculum	Able to communicate well
Plagiarism	A way to test abilities

Exercise 5. Read the dialogue and fill the gaps using words from the table.

Plagiarism – Elitism – Assessment – Streaming – Interpersonal skills
Curriculum – Dumbing down

Exercise 6. Put the issues in the order they are discussed in the dialogue.

- a) Schools that teach students according to ability should use assignments rather than exams.
- b) Students who are good at doing exams may be given preference by universities and employers.
- c) Some students use other people's work as their own ideas in assignments.
- d) Schools don't teach you how to do well at work.
- e) Courses with lots of assignments and essays make education less valuable.
- f) Exams are better than course work when it comes to testing students.
- g) The subjects schools teach should allow for both exam and coursework.

Read the article and answer the questions.

The Best Educational Systems in the World

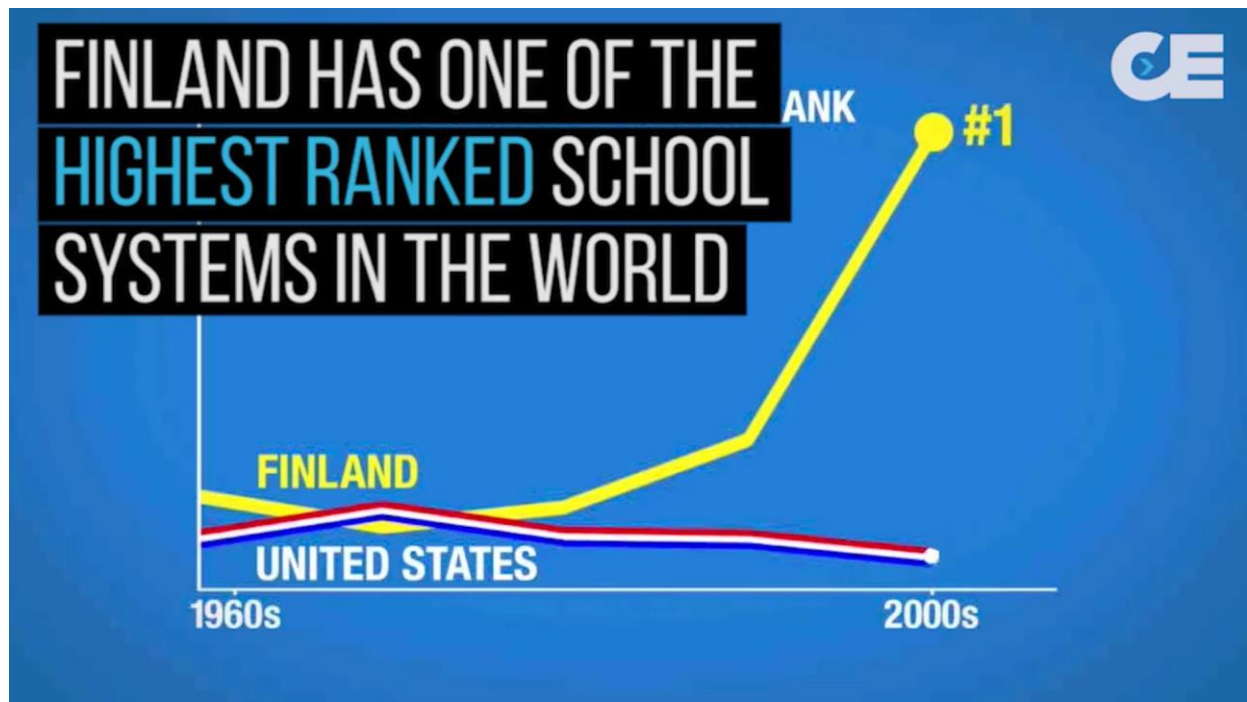
By Lewis R. Humphries

When countries across the globe entered into a period of economic recovery during 2010, it became increasingly clear that emerging nations were bouncing back far quicker than their more established [Organization for Economic Cooperation and Development](#) (OECD) counterparts. For example, while the global recession of 2008 and 2009 left more than 15 million American citizens unemployed, nations such as China, Korea, and India found that they were experiencing rapid growth as their respective [gross domestic products](#) (GDP) soared, in addition to their educational systems.

In 2020, the top three educational systems in the world were Finland, Denmark, and South Korea. This is based on developmental levels including early childhood enrollment, test scores in math, reading, and science in primary and secondary levels, completion rates, high school and college graduation, and adult literacy rates.

Finland

Finland has one of the most advanced and progressive education systems in the world, which outperforms the United States in reading, science, and mathematics. To some, Finland's education system is a dream: early education is designed around learning through play, school meals are free, and universities are tuition-free for students coming from EU, [European Economic Area](#) (EEA) countries, and Switzerland. A majority of teachers also have a master's degree; in fact, basic education teachers are required to have them.



Denmark

Dating all the way back to the Middle Ages, Denmark has been improving its education system since then. While education used to revolve around learning Latin, Greek, and philosophy (even today, literacy rates are high at approximately 99%), the education system today is well-rounded. The government invests heavily in education, approximately 8% of its budget, and education is free for students until they turn 15 or 16 years old.

South Korea



Education in South Korea is highly-valued: in fact, secondary school completion rates are 100%. The public system is divided into six years of primary school, three years of secondary school, and then three years of either academic or vocational school. In secondary school, students even have an “exam-free semester” which allows students time each day to take a course of their choice that isn't included in their regular curriculum. Students in South Korea take education seriously: many also are involved in supplemental tutoring and after-school programs called "hagwons."

The Bottom Line

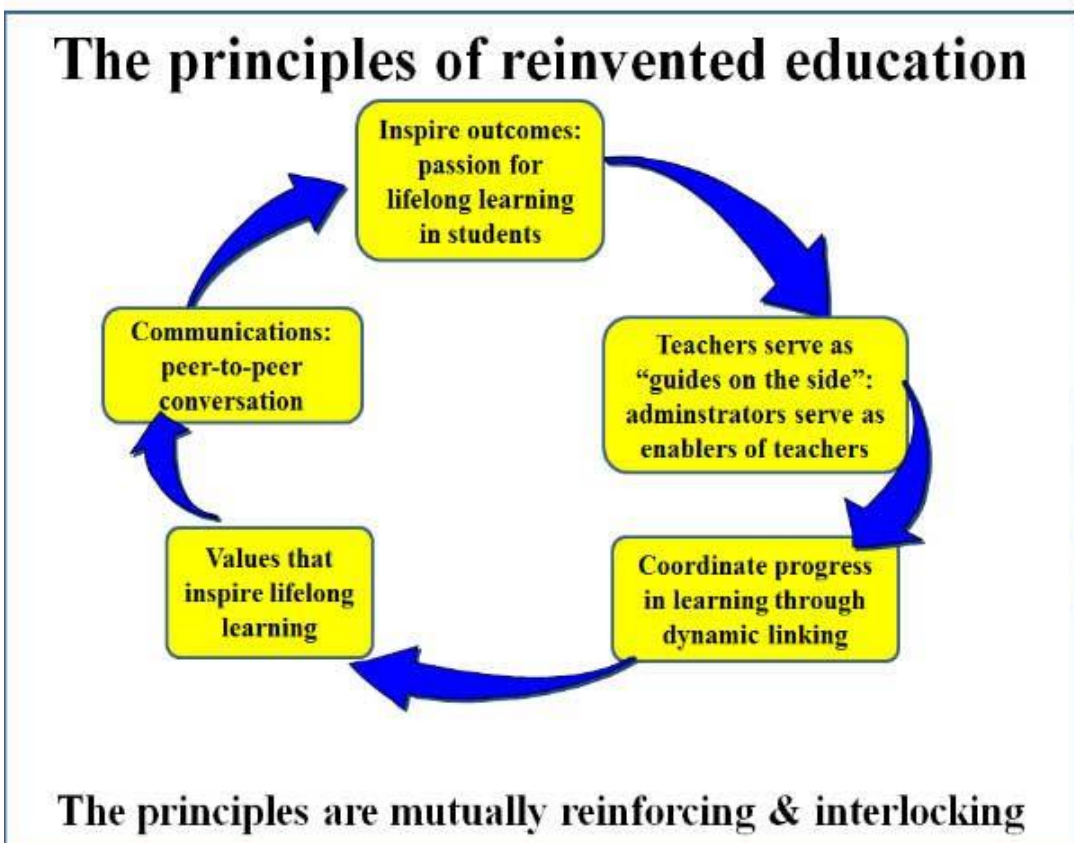
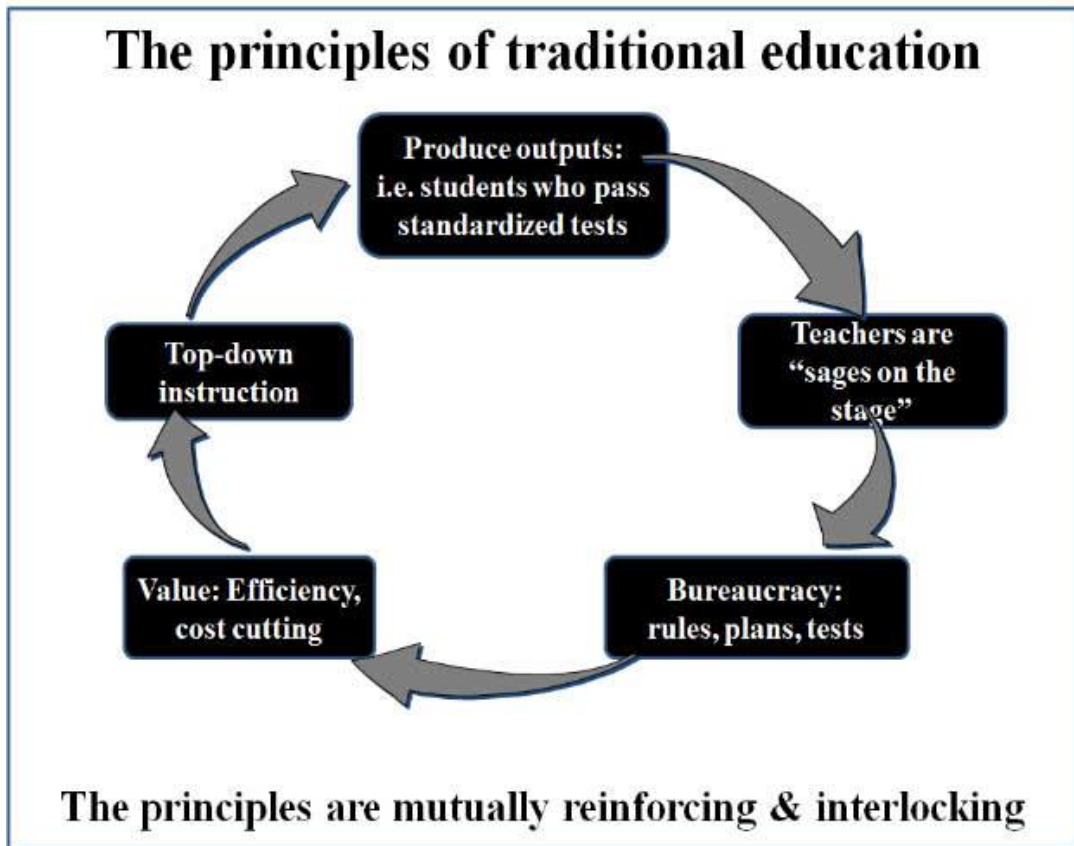
The link between countries with outstanding educational systems and strong financial service sectors is becoming increasingly prominent, and the speed with which nations recovered from the effects of the global recession also showcased extraordinary robustness. It is interesting to note that each nation is extremely federated, flexible, and far removed from the centralized model favored historically by developed nations.

The global educational rankings also revealed that students in the top educational countries have showcased an exceptional and consistent understanding of core mathematic principles. This outstanding level of numeracy forms the foundation of any financial sector job or service. When it is coupled with evolved higher education programs and diverse vocational courses, it can lead to success in job functions such as finance, private banking, and the loan industry. This is certainly something from which nations like the U.S. and the U.K. can learn as they seek to establish long-term economic growth and stability.

Questions:

1. What countries experienced rapid growth in 2008-2009?
2. What parameters were analyzed to determine top educational systems?
3. Why is Finland's education system called “a dream”?
4. What is literacy rate in Denmark?
5. How much does the Danish Government invest in education?
6. What is the public system of education in South Korea?
7. What is “exam-free semester”?
8. What is the foundation of success in financial sector?

Exercise 7. Study the following schemes. Comment on each principle of the systems. Comment on the advantages and drawbacks of the systems.



Additional Texts

No single solution helps all students complete MOOCs

by Melanie Lefkowitz

In one of the largest educational field experiments ever conducted, a team co-led by a Cornell researcher found that promising interventions to help students complete online courses were not effective on a massive scale -- suggesting that targeted solutions are needed to help students in different circumstances or locations.

Researchers tracked 250,000 students from nearly every country in 250 massive open online courses (MOOCs) over 2 1/2 years in the study, "Scaling Up Behavioral Science Interventions in Online Education," published June 15, 2020 in the *Proceedings of the National Academy of Sciences*.

"Behavioral interventions are not a silver bullet," said Rene Kizilcec, assistant professor of information science and co-lead author.

"Earlier studies showed that short, light-touch interventions at the beginning of a few select courses can increase persistence and completion rates," he said. "But when scaled up to over 250 different courses and a quarter of a million students, the intervention effects were an order of magnitude smaller."

The study was co-led by Justin Reich of the Massachusetts Institute of Technology and Michael Yeomans of Imperial College London. The research was conducted on the edX and Open edX platforms, and edX has engaged in work to make the data available to institutional researchers to advance educational science at scale.

The 250 courses the researchers studied came from Harvard University, MIT and Stanford University.

Failure to complete online courses is a well-known and long-standing obstacle to virtual learning, particularly among disadvantaged communities and in developing nations -- where online education can be a key path to social advancement. The findings have added relevance with so much education around the world taking place online during the COVID-19 pandemic.

"My advice to instructors is to understand and address the specific challenges in their learning environment," Kizilcec said. "If students have issues with their internet connection, you can't help them overcome them with a self-regulation intervention. But if students need to go to bed on time in order to be awake for a morning lecture, or they need to plan ahead for when to start working on homework in order to have it ready to hand in, then a brief self-regulation intervention can in fact help students overcome these obstacles."

Previous, smaller-scale research, performed by Kizilcec and his co-authors as well as other scholars, found that goal-setting interventions such as writing out a list of intentions at the start of the class improved students' course completion rates.

In this study, the researchers explored the effects of four interventions:

- plan-making, where students are prompted to develop detailed plans for when, where, and how they complete coursework;
- a related activity in which students reflect on the benefits and barriers of achieving their goal, and plan ahead about how to respond to challenges;
- social accountability, where they pick someone to hold them accountable for their progress in the course, and plan when and what to tell them; and
- value-relevance, where they write about how completing the course reflects and reinforces their most important values.

For the first three interventions, involving planning ahead, the researchers found that the approach was effective in boosting engagement for the first few weeks of the course, but the impact dwindled as the course progressed. The value-relevance intervention was effective in developing countries where student outcomes were significantly worse than others, but only in courses with a global achievement gap; in other courses, it actually had a negative impact in developing countries.

The researchers tested whether they could predict in which courses an achievement gap would occur, in order to decide where the intervention should be added, but found it extremely difficult to predict.

"Not knowing if it will help or hurt students in a given course is a big issue," he said.

The researchers attempted to use machine learning to predict which interventions might help which students, but found the algorithm was no better than assigning the same intervention to all students.

"It calls into question the potential of AI to provide personalized interventions to struggling students," Kizilcec said. "Approaches that focus on understanding what works best in individual environments and then tailoring interventions to those environments might be more effective."

The researchers said their findings suggest that future studies should be designed to consider and reveal the differences among students, in addition to studies assessing overall effects.

The paper was co-authored by Christopher Dann of Carnegie Mellon University, Emma Brunskill of Stanford University, Glenn Lopez and Dustin Tingley of Harvard, Selen Turkay of the Queensland University of Technology and Joseph J. Williams of the University of Toronto. The research was partly funded by the National Science Foundation, a Stanford Interdisciplinary Graduate Fellowship and a Microsoft Faculty Fellowship.

Lecturer takes laptops and smart phones away and musters student presence

By Kim Jesper Herrmann,
Katrine Lindvig, Jesper Aagaard

A Danish university lecturer experiments with banning screens in discussion lessons. In a new study, a UCPH researcher and her colleagues at Aarhus University analyzed

the results, which include greater student presence, improved engagement and deeper learning.

At a time when much of instruction is performed digitally and university lecture halls are often illuminated by a sea of laptops, it can be difficult to imagine that all instruction was recorded by pen and paper until about 20 years ago.

Digital technology constitutes a significant presence in education, with many advantages -- especially during these corona times, when a great number of students have been forced to work from home.

But digital technology in the classroom is not without its drawbacks. A lack of concentration and absence of attention among students became too much for one Danish lecturer to bear.

"The lecturer felt as if their students' use of social media on their laptops and smartphones distracted and prevented them from achieving deeper learning. Eventually, the frustration became so great that he decided to ban all screens in discussion lessons," explains Katrine Lindvig, a postdoc at the University of Copenhagen's Department of Science Education.

Together with researchers Kim Jesper Herrmann and Jesper Aagaard of Aarhus University, she analysed 100 university student evaluations of the lecturer's screen-free lessons. Their findings resulted in a new study that had this to say about analogue instruction:

"Students felt compelled to be present -- and liked it. When it suddenly became impossible to Google their way to an answer or more knowledge about a particular theorist, they needed to interact and, through shared reflection, develop as a group. It heightened their engagement and presence," explains Katrine Lindvig.

Without distraction, we engage in deeper learning

What explains this deeper engagement and presence when our phones and computers are stashed away?

According to Katrine Lindvig, the answer rests in the structure of our brains:

"A great deal of research suggests that humans can't really multitask. While we are capable of hopping from task to task, doing so usually results in accomplishing tasks more slowly. However, if we create a space where there's only one thing -- in this case, discussing cases and theories with fellow students -- then we do what the brain is best at, and are rewarded by our brains for doing so," she says.

Furthermore, a more analog approach can lead to deeper learning, where one doesn't just memorize things only to see them vanish immediately after an exam. According to Lindvig:

"Learning, and especially deep learning, is about reflecting on what one has read and then comparing it to previously acquired knowledge. In this way, one can develop

and think differently, as opposed to simply learning for the sake of passing an exam. When discussing texts with fellow students, one is exposed to a variety of perspectives that contribute to the achievement of deep learning."

We're not going back to the Stone Age

While there are numerous advantages to engaging in lessons where Facebook, Instagram and text messages don't diminish concentration, there are also drawbacks.

Several students weren't so enthusiastic about hand-written note taking, explains Katrine Lindvig.

"They got tired of not being able to search through their notes afterwards and readily share notes with students who weren't in attendance," she says.

Therefore, according to Lindvig, it is not a question of 'to screen or not to screen' -- "we're not going back to the Stone Age," as she puts it. Instead, it's about how to integrate screens with instruction in a useful way:

"It's about identifying what form best supports the content and type of instruction. In our case, screens were restricted during lessons where discussion was the goal. This makes sense, because there is no denying that conversation improves when people look into each other's eyes rather than down at a screen," Lindvig says.

Speaking to the value of screens, she adds:

"When it comes to lectures which are primarily one-way in nature, it can be perfectly fine for students to take notes on laptops, to help them feel better prepared for exams. We can also take advantage of students' screens to increase interaction during larger lectures. It's about matching tools with tasks. Just as a hammer works better than a hacksaw to pound in nails."

T-levels: What are they and who is going to study them?

www.bbc.com

A new vocational qualification, the T-level, is to be introduced in England in September 2020.

But what are they, who are they meant for, and why are they being introduced?

What are T-levels?

Aimed at 16 to 19-year-olds, they will focus on practical, rather than academic subjects.

Courses will be introduced from September 2020 and last two years. They will include a mixture of classroom learning and on-the-job experience, with a work placement of at least 315 hours - about nine weeks.

Vocational students can currently choose between thousands of different courses and qualifications. The government says T-levels will make things less confusing for students and employers.

T-level students will have a range of subjects to choose from, including accountancy, catering, finance, hair and beauty and manufacturing.

Those who successfully complete their course will be awarded one of four overall grades, ranging from a distinction* to a pass. They will receive a nationally recognised certificate showing their overall grade and listing what they have achieved.

T-levels are being introduced in England only. For the rest of the UK, Btecs (available across the UK), NVQs (available in England, Wales and Northern Ireland) and other vocational courses like Scottish Vocational Qualifications (SVQs) will continue to apply.



Who will study T-levels?

T-levels are aimed at students seeking an alternative to A-levels.

They are also targeted at those who do not wish to take an apprenticeship, which usually requires 80% of a student's time to be spent with an employer.

Instead, T-levels will offer a mix of classroom study and technical training, and subjects, such as maths, English and digital skills.

At present, about half of qualifications awarded to 16 to 18-year-olds in England are for vocational courses, like Btecs and City & Guilds.

What do they replace?

There are currently more than 12,000 vocational qualifications at all levels, offered by more than 150 awarding bodies, says Ofqual, which oversees qualifications.

Some courses are studied by just a few students or none at all. There are also many different qualifications to choose from for certain skills, with more than 30 for plumbing.

The Department for Education is to stop funding about 40% of these qualifications as it introduces T-levels.

What will a T-level be worth?

Students who successfully complete a T-level will have a qualification which compares to having studied three A-levels, the government says.

And those who achieve the very top grade will have the equivalent of three A*s at A-level.

How T-level grades compare to A-levels

UCAS tariff points	T Level overall grade	A level
168	Distinction*	A*A*A*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on core component)	CCC
72	Pass (D or E on core component)	DDD

For those hoping to go on to university, admissions service Ucas says a starred distinction will be worth 168 Ucas points - the same as three A*s.

Those who are awarded a merit will have the equivalent of three Bs at A-level.

Source: Dept for Education



Why were they introduced?

T-levels were announced in 2017 as one outcome of a government review of education after the age of 16. The aim was to have teenagers "work-fit" in a number of key industries.

Former Prime Minister Theresa May had previously announced plans to slash the number of vocational courses available. At the time, the government said this would help avoid confusion for students and employers.

But some organisations are questioning why a large number of vocational courses will no longer be funded by the government, when there has been no major review of the more than 50,000 degree courses available in the UK.

What is Blended Learning?

by Vanya Maplestone

A GUIDE TO FLEXIBLE CLASSROOMS AFTER COVID-19

What is the difference between remote and blended learning? What is hybrid learning? What is a flipped classroom? What is synchronous and asynchronous learning? And how will the classroom look at Geneva Business School from September 2020?

So many questions have been raised in the aftermath of the COVID-19 pandemic lockdowns about its effect on education delivery worldwide, and the definitions of blended learning programs are being tested.

Over a billion students worldwide are unable to go to school or university, due to measures to stop the spread of COVID-19. This unprecedented situation has called for an unparalleled global pivot to online education, en masse. The lessons learned about online teaching models will be studied for decades to come.

What does this mean for the terms we used prior to lockdowns and quarantines, and how does it affect your choice of school and learning format for 2020 and beyond? We have tried to answer these questions and more with a quick guide to flexible online classrooms post-COVID-19.

WHAT IS BLENDED LEARNING?

Broadly speaking, **blended learning** combines a mix of learning online and face-to-face instruction. Pre-COVID-19, this meant that a student could complete their studies with online components, asynchronously, that is, in their own time. Traditionally this was an element of classroom management to facilitate a flexible schedule for students and institutions and to adjust delivery methods based on the content, class size, and degree of instruction required.

As digital tools and applications become better adapted to the needs of different learners, course content, and methods of delivery, so too have the course offerings. While classic blended learning combines traditional classroom instruction with asynchronous exercises for independent study, this classical approach is beginning to blend itself.

The shift to emergency remote teaching and learning has sparked a lot of conversations about the evolution of the term “blended learning”. A proliferation of the many traditional models of blended learning has illustrated the natural progression of most educational institutions to offer a blend of online and offline learning modes, signaled by the arrival of digital tools in almost every classroom globally.

WHAT IS HYBRID LEARNING?

Hybrid learning, on the other hand, is the method whereby students can be taught remotely and in-person at the same time via virtual teaching tools such as Google Hangouts Meet, Zoom, or Webex. The benefit being that the classroom environment can maintain a group dynamic and results in highly engaged interaction between students, and communication with their faculty is of a higher quality.

Group work can be monitored and facilitated more closely. Peer interaction can be encouraged by teachers and likewise, teachers can interact more with their class. For the institution, the opportunity to provide an improved learning experience ensures that more effective training takes place.

WHAT IS A FLIPPED CLASSROOM?

The **flipped classroom** is a type of blended learning model in which students view lecture material prior to class, then spend class time engaging in exercises under the supervision of the teacher. It may be further enhanced with homework and activities used to follow up after class. Tools such as Udemy, or Coursera can augment a curriculum to assist the students when preparing to start a new topic, effectively working as a warm-up.

WHAT IS SYNCHRONOUS AND ASYNCHRONOUS LEARNING?

Synchronous learning is online or distance education that happens in real-time, whereas asynchronous learning occurs through online channels without real-time interaction. The benefits of synchronous learning are highly engaged class time, deeper bonds with your teaching staff, and a dynamic learning environment. The downside is that the schedule is inflexible and oftentimes technical challenges can waste class time or even prohibit students from attending.

Asynchronous learning allows the student to complete their work within a given time frame, outside of the regularly scheduled class times. Asynchronous classwork can benefit the student who is easily distracted in class or prefers to work at their own pace.

WHAT DOES ALL THIS MEAN FOR GENEVA BUSINESS SCHOOL STUDENTS?

We are currently delivering emergency remote teaching (ERT) 100% online and will continue to do so as long as the global pandemic situation requires. As quarantine restrictions are lifted in each country we will deliver **hybrid learning**, that is, welcoming students back on campus while continuing to deliver all classwork online to all students.

Our faculty are currently delivering a combination of **synchronous** and **asynchronous** coursework, and sometimes **flipping the classroom**, to set the scene for a class. We will always provide project-based assignments to encourage collaboration and breed healthy teamwork.

Geneva Business School will accommodate students who want to remain at home until the situation is clearly resolved. Students may continue to study remotely with the aim of eventually arriving on campus, with the same level of personalized mentoring.

Students will be able to start their September semester virtually and come back to campus whenever it is safe and possible to do so, with our active support for a smooth transition from remote learning back into the classroom. Once travel restrictions are lifted, and general conditions return to normal, we fully expect students to come physically to campus for face to face learning.

SECTION 2. HEALTH

Study translation of the following words and phrases:

Health practitioners – практикующие врачи

Complementary/alternative medicine – альтернативная медицина

Preventive care – профилактика

To enhance hospital productivity – увеличить эффективность больниц

To promote healthy ageing – способствовать здоровому старению

To meet the healthcare needs – удовлетворить потребности в здравоохранении

To recover from acute diseases – выздороветь от острых заболеваний

To battle chronic afflictions – побороть хронические недуги

Growing demand for healthcare services – растущий спрос на услуги здравоохранения

To fend off diseases before they arise – предотвращать болезни до их появления

To mitigate their worst effects – уменьшить наихудшие последствия

To promote health initiatives – продвигать мероприятия по улучшению здоровья

To reduce the scourge of infectious and chronic diseases – уменьшить бедственные последствия от инфекционных и хронических болезней

Measures such as vaccination drives and educational campaigns help prevent

Contagious diseases – такие меры, как вакцинация и образовательные кампании, помогают предотвратить инфекционные заболевания

Promoting healthy lifestyles helps battle chronic illnesses – продвижение здорового образа жизни помогает побороть хронические заболевания

To tighten anti-smoking policies – ужесточить политику против курения

To underfund immunisation programmes – недостаточно финансировать программы вакцинации

An ounce of prevention is worth a pound of cure – легче болезнь предупредить, чем потом её лечить

The costs are mounting – затраты увеличиваются

To lead active, productive lives – вести активную и продуктивную жизнь

A holistic approach to feeling well – целостный подход к хорошему самочувствию

Clinics provide acupuncture – клиники предоставляют акупунктуру

To minimize the risks of misused remedies – минимизировать риск неправильно применённых лекарств

The efficacy of acupuncture to relieve pain and nausea – эффективность акупунктуры для облегчения боли и тошноты

Hypnosis and relaxation techniques – техники гипноза и расслабления

To alleviate anxiety, panic disorders and insomnia – облегчить тревожность, панические расстройства и бессонницу

Yoga can reduce asthma attacks – йога может облегчить приступы астмы

To address chronic conditions – справиться с хроническими состояниями

Impact on infectious diseases – влияние на инфекционные болезни

Create a stronger evidence base – создать более солидную базу доказательств

Promote therapeutically sound use of alternative medicine – продвигать терапевтически обоснованное использование альтернативной медицины

To expand the health workforce – увеличивать медицинский персонал

Education of health workers – образование работников здравоохранения

Critical shortages of health workers – критическая нехватка работников здравоохранения

To scale up health education – поступательно улучшать просвещение о здоровом образе жизни

Reforms in education – реформы в образовании

Collaboration between the education and health sectors – сотрудничество между секторами образования и здравоохранения

To reform teaching curricula – реформировать программы обучения

To obtain free healthcare – получать бесплатное здравоохранение

Patients face charges – пациенты сталкиваются с издержками

To seek treatment – нуждаться в лечении

Patients' eligibility for treatment – правомочность пациентов получать лечение

To balance tight budgets with rising public expectation – балансировать ограниченный бюджет с возрастающими ожиданиями населения

Cripples in the street – калеки на улицах

People dying of treatable diseases – люди, умирающие от излечимых болезней

Incurable disease/ untreatable disease – неизлечимая болезнь

To provide medical services to the entire population – предоставлять медицинское обслуживание всему населению

Regardless of people's ability to pay – вне зависимости от платежеспособности людей

To forge national health provision – создавать национальное здравоохранение

An accessible public-health insurance system – доступная система страхования здоровья населения

To break the link between earnings and health entitlements – разорвать связь между заработком и правом на получение услуг здравоохранения

Cost-efficiency of medicines and treatments – эффективность затрат лекарств и лечения

The performance of hospitals and surgeons – эффективность больниц и хирургов

Overuse of the service for transient ailments – чрезмерное использование сервиса при кратковременных недомоганиях

Wellness industry – индустрия здоровья

Exercise 1. Match the words with their definitions

1. an allergy	a) pain inside the ear
2. asthma	b) a condition of pain in the throat, typically caused by inflammation of it
3. a cold	c) the pain in a tooth or teeth
4. an earache	d) an abnormally high body temperature, usually accompanied by shivering and a headache
5. a fever	e) the act of expelling air from the lungs with a sudden sharp sound
6. the flu	f) an injury to a joint in your body, especially your wrist or ankle, caused by suddenly twisting it
7. a rash	g) The pain in a person's belly
8. a sprain	h) a medical condition that causes you to react badly or feel sick when you eat or touch a particular substance
9. a toothache	i) when the skin becomes red with inflammation as a result of overexposure to the ultraviolet rays of the sun
10.a cough	j) the common name given for <i>influenza</i> . It is a contagious viral infection of the respiratory passages that causes fever and sever aching
11.a sore throat	k) an infectious viral disease causing fever and a red rash on the skin. It typically occurs in childhood
12.a stomachache	l) a common viral infection which causes mucus to run from the nose, gives a sore throat and often includes sneezing
13.sunburn	m) a respiratory condition where spasms in the lungs cause difficulty in breathing. An asthmatic uses an inhaler to calm the spasms
14.(the) measles	n) a serious disease caused by an uncontrolled division of abnormal cells that kill normal body cells in a part of the body
15.cancer	o) a lot of small red spots on the skin that are usually itchy

Exercise 2. Complete the following letter using words from the table.

ill – cream – doctor – rash – runny nose – colds – allergic
antibiotics – medicine – chemist

Dear Philip,

Sorry, I haven't been in touch recently, but I've been so busy. Apart from dad who is never _____, seems to have had one problem after another!

My brother Will has just discovered he's _____ to nuts. At first, the

_____ thought he had some infection, so he was on _____ for a while, but that was no good. Now Will takes some _____ every morning, and we have to be careful with what he eats.

Of course, there are lots of _____ about with the beginning of the first term. My sister has had a _____ for ages, but she hasn't missed school. I'm fine, apart from a _____ on my arm. I might pop down the _____ to get some _____ for it.

Anyway, that's enough about this family. How are you? Better than us, I hope!

Take care,
Mary

Exercise 3. Explain the meaning of the words and collocations in the table. Read the dialogue filling the gaps with the proper words. Pay attention to using linkers. Give your answers to these questions.

break this habit – chronic disease – bite my lips and pick my nails – junk food

Q: Do you have any unhealthy habits?



A: Well, *actually* I do... When I'm stressed, I _____. *Moreover*, I used to smoke cigarettes a few years ago, but hopefully I _____ managed to _____.

Q: What do you do to stay healthy?

A: I try to eat healthy food and do regular exercises... *Also*, I think it's very important to develop a healthy lifestyle and stick to it... *For example*, I try to avoid eating _____.

Q: In your opinion, what is more important, eating healthy food or doing exercises?

A: Hm... It's an interesting question... *To be honest*, I believe that it is crucial to do both in order to be healthy... *However*, if I had to choose only one option, I would choose eating healthy food, because otherwise, the risk of developing a _____ of digestive system increases...

Exercise 4. Comment on the following health tips. Explain why these tips are useful for health.

Health Tips

The context in which an individual lives is of great importance on health status and quality of life. Health is maintained and improved not only through the advancement and application of health science, but also through the efforts and intelligent lifestyle choices of the individual and society. Here are some basic tips for maintaining a good health.



Exercise 5. Choose the correct word or phrase.

The school medical centre offers the following care for academic and non-academic staff:

Regular health checks, including, where appropriate, (1) blood pressure / eye drops. The nurse can also take blood samples to monitor (2) pulse / cholesterol level, etc. She is qualified to write (3) prescriptions / injections for medication such as (4) headache / antibiotics, and she can treat minor (5) wounds / wards which do not require (6) surgery / doses.

Read the following article and answer the questions.

The Top 10 Medical Advances in History

By Monique Ellis

Throughout history, disease has been a subject of fear and fascination in equal measure. However, each revolutionary medical discovery has brought us a crucial step closer to understanding the complex mysteries of disease and medicine. As a result, we have been able to develop medicines and treatments that have been instrumental in saving millions of lives. Here's a chronological list of the top medical advances in history so far:

Vaccines (1796)



It is difficult to pinpoint when vaccines became an accepted practice, mostly because the journey to discovery was long and complicated. Beginning with an attempt by Edward Jenner in 1796 to use inoculations to tame the infamous smallpox virus, the usefulness and popularity of

vaccines grew very quickly. Throughout the 1800s and early 1900s, various vaccinations were created to combat some of the world's deadliest diseases, including smallpox, rabies, tuberculosis, and cholera. Over the course of 200 years, one of the deadliest diseases known to man – the small pox – was wiped off the face of the earth. Today, vaccines continue to save millions of lives each year - including jabs that protect against deadly flu strains and can help prevent some cancers.

Anaesthesia (1846)

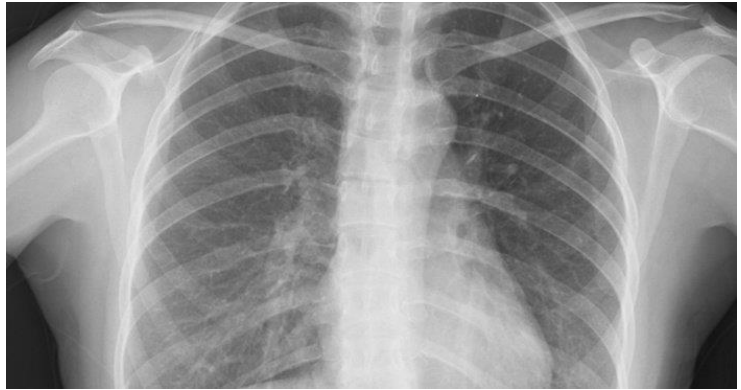
Before the first use of a general anaesthetic in the mid-19th century, surgery was undertaken only as a last resort, with several patients opting for death rather than enduring the excruciating ordeal. Although there were countless earlier experiments with anaesthesia dating as far back to 4000 BC – William T. G. Morton made history in 1846 when he successfully used ether as an anaesthetic during surgery. Soon after, a faster-acting substance called chloroform became widely used, but was considered high-risk after several fatalities were reported. Over the 150 years since, safer anaesthetics have been developed, allowing millions of life-saving, painless operations to take place.

Germ theory (1861)

Before the ‘germ’ theory came about, the widely believed theory was that disease was caused by ‘spontaneous generation’. In other words, physicians of the time thought that disease could appear out of thin air, rather than being air-borne or transferred via skin-to-skin contact. In 1861, French microbiologist Louis Pasteur proved through a simple experiment that infectious disease was a result of an invasion of specific microscopic organisms - also known as pathogens - into living hosts. This new understanding marked a significant turning point in how diseases were treated, controlled and prevented, helping to prevent devastating epidemics that were responsible for thousands of deaths every year, such as the plague, dysentery and typhoid fever.

Medical imaging (1895)

The first medical imaging machines were X-rays. The X-ray, a form of electromagnetic radiation, was ‘accidentally’ invented in 1895 by German physicist Wilhelm Conrad Röntgen when experimenting with electrical currents through glass cathode-ray tubes.



The discovery transformed medicine overnight and by the following year, Glasgow hospital opened the world's very first radiology department.

Ultrasound, although originally discovered many years before, began being used for medical diagnosis in 1955. This medical imaging device uses high frequency sound waves to create a digital image, and was no less than ground-breaking in terms of detecting pre-natal conditions and other pelvic and abdominal abnormalities. In 1967, the computed tomography (CT) scanner was created, which uses X-ray detectors and computers to diagnose many different types of disease, and has become a fundamental diagnostic tool in modern medicine.

The next major medical imaging technology was discovered in 1973 when Paul Lauterbur produced the first magnetic resonance image (MRI). The nuclear magnetic resonance data creates detailed images within the body and is a crucial tool in detecting life-threatening conditions including tumours, cysts, damage to the brain and spinal cord and some heart and liver problems.

Penicillin (1928)

Alexander Fleming’s penicillin, the world’s first antibiotic, completely revolutionised the war against deadly bacteria. Famously, the Scottish biologist accidentally discovered the anti-bacterial ‘mould’ in a petri dish in 1928. However, Fleming’s incredible findings were not properly recognised until the 1940s, when they began being mass-produced by American drug companies for use in World War II. Two

other scientists were responsible for the mass distribution of penicillin, Australian Howard Florey and Nazi-Germany refugee Ernst Chain, and their development of the substance ended up saving millions of future lives. Unfortunately, over the years certain bacterium have become increasingly resistant to antibiotics, leading to a world-wide crisis that calls for the pharmaceutical industry to develop new anti-bacterial treatments as soon as possible.

Organ transplants (1954)

In December 1954, the first successful kidney transplant was carried out by Dr Joseph Murray and Dr David Hume in Boston, USA. Despite many previous attempts in history, this was the first instance where the recipient of an organ transplant survived the operation. The turning point came when various technical issues were overcome, such as vascular anastomosis (the connection between two blood vessels), placement of the kidney and immune response. In 1963, the first lung transplant was carried out, followed by a pancreas/kidney in 1966, and liver and heart in 1967. Aside from saving thousands of lives in the years following, transplant procedures have also become increasingly innovative and complex, with doctors successfully completing the first hand transplant in 1998 and full-face transplant in 2010!

Antiviral drugs (1960s)

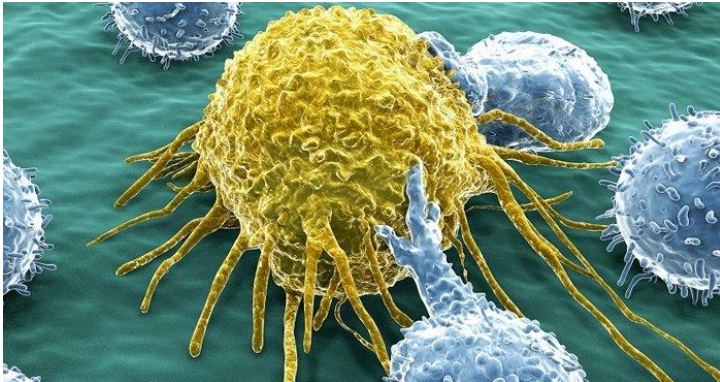
Terrible viruses such as small-pox, influenza and hepatitis have ravaged many human populations throughout history. Unlike the sweeping success of antibiotics in the late 1930s and 1940s, the development of antivirals did not really take off until the 1960s. This was mostly due to the structure of a virus, which was a core of genetic material surrounded by a protective protein coat that hides and reproduces inside a person's cells. As the virus information is so protected, it was difficult to treat them without damaging the host cell. Over the years antivirals have improved significantly, and work by blocking the rapid reproduction of viral infections, and some can even stimulate the immune system to attack the virus. The development of effective antivirals has been significant in treating and controlling the spread of deadly virus outbreaks such as HIV/AIDS, Ebola and rabies.

Stem cell therapy (1970s)

The incredible potential of stem cells was discovered in the late 1970s, when they were found inside human cord blood. Two specific characteristics make stem cells remarkable: they are unspecialised cells that can renew themselves through cell division even after being inactive, and under certain conditions can be used to make any type of human cell. This discovery has enormous potential and stem cell therapy has already been used to treat leukaemia and other blood disorders, as well as in bone marrow transplantation. Research is currently ongoing to use stem cells to treat spinal cord injuries and a number of neurological conditions such as Alzheimer's, Parkinson' and strokes. However, due to the ethical issues surrounding the use of

embryonic stem cells, researchers are likely to face many obstacles when developing stem cell-based therapy.

Immunotherapy (1970s)



Immunotherapy, a treatment that stimulates the immune system to fight off a disease, has been in the making for over a century. The story began in the 1890s with the experimental work of William B. Coley who injected inactive bacteria into cancerous tumours, achieving remission in some

patients. However, it is only in the last 40 years that serious progress has been made in immunotherapy, particularly in respect to treating cancer. In the 1970s, antibody therapies were developed and in 1991, researchers produced the first cancer vaccine which was approved by the FDA in 2010. In the last decade, immuno-oncology has become one of the most revolutionary cancer therapies in existence. Read more about the most recent developments in our [article on immuno-oncology](#).

Artificial intelligence (21st century)

Having been in gradual development over the past decade, artificial intelligence has already produced impressive technologies that have significantly altered the healthcare landscape. Life science companies and research institutions are teaming up with pioneering technology giants such as Google, IBM and Apple to invent smarter and faster ways to diagnose, treat and prevent diseases. These innovative technologies range from diagnostic tools that can detect malignant tumours invisible to the naked eye, to cognitive computing systems that produce tailored treatment plans for cancer patients.

Questions:

- Do you agree with this list of the biggest medical advances in history?
- What do you want to add to this list?

Exercise 6. Discuss the following questions in pairs.

1. Do you read magazines or newspaper articles about health?
2. What health problems do you worry about most?
3. What can you do to improve your health?
4. How often do you have a health check?
5. How is the health care in your country?
6. Is the health care in your country getting better or worse?

7. Is health care in your country free for some people?
8. Which country do you think has the best health care?
9. Which is better, private or public health care?
10. What is health care like for old and poor people in your country?

Write your essay on the following topics. To what extent do you agree or disagree with these statements? Discuss the views and give your own opinion.

1. Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous.
2. "Prevention is better than cure". Out of a country's health budget, a large proportion should be diverted from treatment to spending on health education and preventive measures.
3. Most developed countries spend a large proportion of their health budgets on expensive medical technology and procedures. This money should be spent instead on health education.
4. The quality of health care a person receives should not depend on the size of their bank balance. The government is responsible for providing a high level of health care for all its citizens.
5. Some people say that the best way to improve public health is by increasing the number of sports facilities. Others, however, argue that this would have little effect on public health and that other measures are required.

Additional Texts

To improve students' mental health, study finds, teach them to breathe

by Brita Belli

When college students learn specific techniques for managing stress and anxiety, their wellbeing improves across a range of measures and leads to better mental health, a new Yale study finds.

The research team evaluated three classroom-based wellness training programs that incorporate breathing and emotional intelligence strategies, finding that two led to improvements in aspects of wellbeing. The most effective program led to improvements in six areas, including depression and social connectedness.

The researchers, who reported findings in the July 15 edition of *Frontiers in Psychiatry*, said such resiliency training programs could be a valuable tool for addressing the mental health crisis on university campuses.

"In addition to academic skills, we need to teach students how to live a balanced life," said Emma Seppälä, lead author and faculty director of the Women's Leadership Program at Yale School of Management. "Student mental health has been on the decline over the last 10 years, and with the pandemic and racial tensions, things have only gotten worse."

Researchers at the Yale Child Study Center and the Yale Center for Emotional Intelligence (YCEI) conducted the study, which tested three skill-building training programs on 135 undergraduate subjects for eight weeks (30 hours total), and measured results against those of a non-intervention control group.

They found that a training program called SKY Campus Happiness, developed by the Art of Living Foundation, which relies on a breathing technique called SKY Breath Meditation, yoga postures, social connection, and service activities, was most beneficial. Following the SKY sessions, students reported improvements in six areas of wellbeing: depression, stress, mental health, mindfulness, positive affect, and social connectedness.

A second program called Foundations of Emotional Intelligence, developed by the YCEI, resulted in one improvement: greater mindfulness -- the ability for students to be present and enjoy the moment.

A third program called Mindfulness-Based Stress Reduction, which relies heavily on mindfulness techniques, resulted in no reported improvements.

In all, 135 Yale undergraduate students participated in the study. Across college campuses, there has been a significant rise in student depression, anxiety, and demand for mental health services. From 2009 to 2014, students seeking treatment from campus counseling centers rose by 30%, though enrollment increased by just 6% on average. Fifty-seven percent of counseling center directors indicated that their resources are insufficient to meet students' needs.

The researchers say resiliency training tools can address the overburdening of campus counseling centers directly. In the sessions. "Students learn tools they can use for the rest of their lives to continue to improve and maintain their mental health," said co-first author Christina Bradley '16 B.S., currently a Ph.D. student at University of Michigan.

Researchers administered the training sessions in person, but the courses can also be taken remotely.

"Continually adding staff to counseling and psychiatric services to meet demand is not financially sustainable -- and universities are realizing this," Seppälä said. "Evidence-based resiliency programs can help students help themselves."

Davornne Lindo '22 B.A., a member of the Yale track team who participated in the SKY Campus Happiness program, said practicing breathing techniques helped her to manage stress from both academics and athletics. "Now that I have these techniques to help me, I would say that my mentality is a lot healthier," Lindo said. "I can devote

time to studying and not melting down. Races have gone better. Times are dropping." Another participant in the SKY program, Anna Wilkinson '22 B.A., said she was not familiar with the positive benefits of breathing exercises before the training, but now uses the technique regularly. "I didn't realize how much of it was physiology, how you control the things inside you with breathing," Wilkinson said. "I come out of breathing and meditation as a happier, more balanced person, which is something I did not expect at all."

12 Best Exercises to Ease Stress and Anxiety

Any form of exercise can help, but aerobic exercise is a top stress-buster.

By Elaine K. Howley

STRESS IS A FACT OF life, but it can be a double-edged sword. In small doses, it can boost alertness and performance. But when you're constantly stressed, that can have a significant downside.

"We have this really incredible stress response system in the body that's equipped to turn on and gear up when demands exceed capacity," says Chelsi Day, a sports psychologist with the Ohio State University Wexner Medical Center. And this is great when you're trying to escape a predator, as our paleolithic ancestors likely had to. But it's less awesome when it's triggered constantly by the stressors of modern society, like an endlessly full email inbox or bad traffic.

The stress response system releases hormones in response to stressors. In small bursts, it can help you run faster or feel less pain. But when those hormonal fluctuations become chronic, that can lead to health problems. Chronic stress has been linked with chronic health conditions, including depression, cardiovascular disease, diabetes and possibly even cancer.

But regular physical exercise can help get your stress response system back into a more normal balance. "Routine exercise helps to release natural endorphins that may reduce stress," says Dr. Tara Menon, a gastroenterologist at the Wexner.

The Best Stress-Busting Exercises

- Brisk walking.
- Jogging or running.
- Swimming.
- Cycling.
- Dancing.
- Boxing.
- HIIT workouts.

Aerobic exercise may be the fastest way to get stress-busting benefits. Aerobic exercise elevates your heart rate, which “releases endorphins in the brain. These neurochemicals are the feel-good chemicals that make you more resilient,” Day says. Resiliency helps you cope with stressful situations in a healthy manner.

Excellent examples of aerobic exercises that can curb stress and anxiety include:

- **Brisk walking.** Perhaps the simplest way to get some stress-busting exercise is to go for a brisk walk. The Anxiety and Depression Association of America reports that some studies suggest that a 10-minute walk can be enough to restore calm and may be just as helpful as a 45-minute or longer walk when it comes to reducing stress and anxiety.
- **Jogging or running.** If your joints are up to it, try picking up the pace for even more anxiety release by jogging or running. Just make sure you have a safe route and shoes that adequately support and cushion your feet.
- **Swimming.** A full-body workout, swimming is great for the cardiovascular system and offers some resistance training elements too because water is denser than air and will resist your movements more than when you move on land. Being submerged in water can also be very soothing for some people and make for an even better reduction in stress.
- **Cycling.** Cycling is easy on the joints and can provide a heart-pumping workout. Just don't forget your helmet and watch out for cars and potholes. Or hop on a stationary cycle for the safest option.
- **Dancing.** Is there anything more life-affirming or joyful than simply busting a move to some great music? Dancing can be a wonderful way to ease stress while getting a solid workout. It can also be an intensely social activity, which can also help foster a sense of connectivity and support, further helping you feel less anxious.
- **Boxing.** When you get really stressed or mad, do you ever want to hit something? Well, if you have a boxing bag or a sparring partner, boxing can be a wonderful way to burn off stress, anger and other intense emotions while providing a fabulous heart-pumping workout.
- **HIIT workouts.** High-intensity interval training gets your heart pumping fast by mixing aerobic, anaerobic and strength elements into a compact workout that may pay big dividends in health and wellness.

Other Stress-Releasing Physical Activities

Other forms of exercise that may be less intense but just as helpful for restoring calm and easing stress include:

- **Yoga or tai chi.** Yoga is often thought of as the gold standard in exercising for stress or anxiety relief. Another gentle practice called tai chi matches slow, deliberate movement with breathing exercises. Whether you do an aerobic hot house yoga workout that gets you sweating or a super gentle breathing and

stretching practice that barely seems like exercise, yoga and tai chi can connect the mental and physical parts of yourself for great benefit to body and mind.

- **Breathing exercises.** One of the best anxiety-soothing aspects of yoga is how it connects the breath to movement. Breathing exercises are a powerful means of helping you calm down and re-center when you're dealing with stress or anxiety.
- **Gardening.** Working in the garden can get you moving and more physically active than you might realize. Stretching, bending, digging and carrying plants, soil or a full watering can around the garden can work a range of muscles and elevate your heart rate slightly while helping you beautify your space and calm your mind.
- **Strolling in the woods or along a beach.** Also sometimes called forest bathing, getting out in nature to enjoy a gentle walk in the woods or along a waterfront can do wonders for alleviating anxiety and stress.
- **Stretching.** Even just a gentle stretching program can give you the option to move within mobility limitations and focus on your physical health to alleviate stress and anxiety.

Which Exercise Is Best?

With regard to which exercise is best, Day says the one you can stick to regularly and enjoy most is probably your best bet because you'll be more likely to engage with that activity regularly. If you really hate running but enjoy dancing, opt for the dancing workout.

As to how much exercise you should get for stress release, there's no one-size-fits-all prescriptive amount that will magically alleviate all your stress. Rather, you should aim to work out as frequently as your schedule allows without putting yourself at risk of injury. If 10 minutes a day is all you can manage, that's way better than nothing. And Menon says even modest increases in physical activity can make a difference. "Always set reasonable goals for exercising."

For reference, the U.S. Department of Health and Human Services recommends getting at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity exercise. Alternatively, you can aim for getting just 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity. You can use an equivalent combination of moderate- and vigorous-intensity aerobic activity to hit those targets. Aerobic activity should be spread throughout the week for best effect.

Other Ways to Curb Stress

Physical activity is one of the fastest ways to bleed off stress. In addition, Day recommends taking some time to "identify your stressors and manage them."

Such non-exercise interventions may include:

- **Managing your time better.** If you're always short of time, running late or overwhelmed by the clock, take a look at your daily schedule and see if you can find a way to better manage your time. Maybe getting up just a few minutes earlier each day and writing a to-do task can help you feel less anxious.
- **Getting enough sleep.** Getting adequate sleep is a critical component of staying healthy, and it can do wonders for helping you cope with the stress of everyday life. Prioritize sleep. Go to bed and get up at the same time each day. Keep your phone and other distracting electronic devices out of the bedroom for a better night's sleep.
- **Eating well.** Diet is a key piece of any health regimen, and making sure you're avoiding processed foods and opting for whole, fresh foods including lots of leafy greens, whole grains and lean proteins can help you have the energy and nutrients you need to feel and perform your best each day.
- **Practicing mindfulness.** Day also recommends practicing mindful eating, in which you shut off the TV or put down your phone and focus on the food in front of you and eat slowly. "Listen to the body." Mindfulness should extend to other activities too, including exercise and work. Maryanna Klatt, professor of clinical family medicine at the Wexner, says that mindfulness is "an approach that helps us wake up to the way we are really living as things are happening." It means being in the moment, reducing outside distractions and focusing on the task at hand. Deep breathing, yoga and some forms of psychotherapy can all help you foster a practice of mindfulness.
- **Learning to say no.** If you're constantly overbooked, perhaps it's because you're struggling to prioritize your own health and wellness. Learn to say no when others ask you to do too much.
- **Adding meditation.** Adding a meditation practice to your day – even if you only have five or 10 minutes to spare – can work wonders on your stress levels. Meditation doesn't have to be complicated, and you don't need any equipment to do it. Just get comfortable, close your eyes and focus in on your breathing. "The key to beginning to meditate is to find a comfortable, quiet place where you can close your eyes and find a restful state of mind," says Darby Fox, a child and adolescent family therapist based in the greater New York City area. "The first few times, just think of resting, consciously. Think of slowing your heart rate. Stillness is the beginning of meditation." With practice, meditation will come easier to you. You can also try a guided meditation app or series you can download from the internet to build your practice.

SECTION 3. COMMUNICATION TECHNOLOGY

Study the following vocabulary and the examples.

computer age: the period in modern history characterized by rapid technology development and widespread computer use.

Example. *Living in a computer age has many benefits.*

computer buff: a user who is good at working with a computer.

Example. *Mike is a computer buff. He got an A+ on his programming exam.*

computer fatigue: a syndrome of tiredness resulting from long computer usage.

Example. *About 60% of IT specialists are affected by computer fatigue.*

cutting-edge: something innovational and leading.

Example. *Cutting-edge technology.*

desktop PC: a personal computer that remains on a desk.

Example. *I have an old desktop PC that I use for surfing the net when I'm home.*

digital editing: a process of changing digital materials like audio or video files.

Example. *Being good at digital editing is essential in our time.*

download (podcasts): to save a copy of a file from the internet to your own device.

Example. *Yesterday I downloaded a few films that I plan to watch during the weekends.*

essential: something you can't imagine your life without.

Example. *Internet is an essential piece of technology for many people.*

gadget: an advanced piece of technology, like smartphone.

Example. *Nowadays almost everybody owns a gadget.*

geek: someone who is obsessed with technology, especially computers.

Example. *My friend is a real geek. He owns a bunch of computers and other gadgets.*

hold the line: wait a minute.

Example. *She told me to hold the line, because she had to open the door.*

large screen: a big-sized monitor.

Example. *A few days ago I decided to renew my computer, so I bought a large screen for it.*

light years ahead: very far away from.

Example. *Modern computers are light years ahead of those which people used in 90s.*

on the cutting edge: at the forefront of progress.

Example. *Paul's new laptop is on the cutting edge of technology.*

operating system: the most important program that runs the computer.

Example. *I chose to buy a laptop which is based on the Windows operating system.*

out of steam: tired, exhausted.

Example. *Due to today's intense workday I am out of steam, so I won't be able to work tomorrow.*

rocket science: a very complicated subject for someone.

Example. *Biology is a rocket science for me. I don't understand anything in it.*

send an attachment: send an email with an added file.

Example. *My brother sent an attachment with his homework to the professor.*

silver surfer: an old person, who uses the Internet.

Example. *Uncle Bob is a silver surfer. He uses the Internet every day, although he's almost 70.*

social media: media used to interact with other people.

Example. *Facebook is the biggest social media in the world.*

time-consuming and inefficient: something that takes too much of your time and isn't rational to do.

Example. *I find watching football time-consuming and inefficient.*

to access websites/email: to visit websites/email.

Example. *John accessed his email today to see if he had received any letters.*

to back up files: to make a copy of files in case of a computer problem.

Example. *I had to back up files on my computer, because I was going to reinstall my operating system.*

to be stuck behind a computer: to use computer for a long period of time.

Example. *A lot of teenagers are stuck behind their computers all day.*

to boot up: to start a computer.

Example. *I booted up my computer as soon as I got home.*

to browse websites: to search for websites.

Example. *I spent a few hours browsing the websites today, until I found what I was looking for.*

to crash: to suddenly stop working.

Example. *My computer crashed when I was writing my essay.*

to go online: to use the Internet.

Example. *Millions of people go online every day.*

to navigate a website: to find what you need on the website.

Example. *Navigating a website is not very easy, especially if the website is poorly designed.*

to pull the plug: to end an activity.

Example. *After being stuck behind a computer all day, I decided to pull the plug.*

to push someone's buttons: to do specific thing to irritate somebody (usually intentionally).

Example. *I became so angry because he pushed my buttons by adding pepper to my ice cream!*

to surf the web: to look through websites, searching for something you need, or simply for entertainment.

Example. *I was surfing the web yesterday for three hours, because I had nothing else to do.*

to upgrade: to renew a software or a piece hardware.

Example. *Thanks to the new program for students, I updated my computer for free.*

well-oiled machine: something that works perfectly well.

Example. *My computer, despite being 7 years old, is still a well-oiled machine.*

widespread computer use: that is to say people use computers very often.

Wi-Fi hotspots: a public place where you can access the Internet.

Example. *Our university has a Wi-Fi hotspot. It is very convenient.*

wireless network: a network where users can access the Internet without using any cables.

Example. *We have installed a wireless network at home.*

word processing: writing, editing and producing words on a computer, using special programs.

Example. *There are tons of word processing programs.*

Look through **some acronyms** to use on social media. Acronyms are groups of letters that stand for words.

An example is LOL with stands for Laugh Out Loud.

ICYMI (in case you missed it): Big twitter feeds will use this for when they have a **viral** post that they can post again. If you miss something it means that you don't see it when it is first posted.

TL;DR (too long, didn't read): This is posted by fans or followers when a post that has a lot of text is posted. It means, as in the description, that they didn't want to read all of it.

FOMO (fear of missing out): This is posted when someone thinks they are missing out, or not seeing, a viral post that is happening somewhere else on the internet or indeed something in the real world like a party or concert.

PRT (Please Retweet): PRT is used to ask people to retweet your content on twitter so that more people will see it.

FBF and TBT (Flashback Friday Throwback Thursday): These two are primarily used on Instagram, Facebook or other sites where photos are the main attraction!

People post old photos of themselves or an event just because its **Flashback Friday** or **Throwback Thursday!**

Exercise 1. Explain the meaning of the words and collocations in the table. Read the dialogue filling the gaps with the proper words. Pay attention to using linkers. Give your answers to these questions.

Surfing the Internet – browsing websites – computer age large screen – geek– cutting-edge – video conferencing well-oiled machine – word processing – social media
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Q: Do you use any gadgets on a daily basis?

A: Yes, *surely* I do... *Although* I don't consider myself a _____, I quite enjoy using all the new items like laptops and smartphones... *All in all*, we're living in the _____ and it's impossible to ignore _____ technology.

Q: How often do you use Internet?

A: I use Internet every day... It helps me with my studies and it entertains me when I'm down... _____ is my hobby... I *also* frequently use World Wide Web for communication purposes... *Though* I don't like _____ like Facebook, I often use _____ for talking.

Q: Do you own a computer? If so, how often do you use it and for what purposes?

A: Yes, I have a personal computer and a laptop... I use my laptop *mainly* for education... It is very light and fits in my bag easily, *so* I take it with me to school... *Meanwhile*, my PC has a _____ and convenient keyboard, so I use it for _____ and _____. It is an old, but still _____.



Exercise 2. Match the questions and the answers.

<p>1. Do you think we need to know much about computers?</p>	<p>a) In a positive way, <i>certainly</i>. They help with so many things, <i>starting from</i> writing and printing your own essay and <i>ending with</i> developing advanced programs and digital editing... Without computers studying would have been time-consuming and inefficient...</p>
<p>2. What is the most impactful piece of technology in our lives?</p>	<p>b) <i>In my point of view</i>, the Internet is the most important technological advance of our time... It gives us so many new opportunities to discover anything we want about our world! You just need to boot up your computer and go online... And with wireless networks at home and public Wi-Fi hotspots we can do it easily and almost everywhere.</p>
<p>3. How computers affect our everyday life?</p>	<p>c) Hmm... <i>in my opinion</i>, using computers in the classroom is very effective. <i>I think</i> it is important for students to become competent in the use of computers to prepare them for the workplace ... <i>you know</i>, computers are used everywhere in the workplace now. <i>But</i>... I also think that having computers so easily available gives teachers the opportunity to introduce students to the variety of information on the Internet.</p>
<p>4. How effective is the use of computers in the classroom?</p>	<p>d) <i>Well</i>... Not too much, but there is definitely a couple of essential things everyone should know. <i>First of all</i>, you need to know how to enter a web address... how to navigate websites... It is very important nowadays to be able to surf the net for the information you need...</p>

Exercise 3. Answer the question.

What is your favourite gadget?



- What is it?
- When did you get it?
- How often do you use it?
- What do you use it for?
- What are the advantages and drawbacks?

Exercise 4. Explain the meaning of the words and collocations. How often do you face them in your everyday life?

app – blog – campaign – cloud computing – ebook
crowdfunding (= crowdsourcing) – flash mob – viral
meme – streaming media (= lifecasting = vlog) – trending – troll



Exercise 5. Fill the gaps with the right words.

Age – addiction – digital – experiments – information - tools

1. Computer _____ is the era in which computer technology has transformed our lives.
2. The ethical implications of laboratory scientific _____ on animals is an issue discussed worldwide.
3. The dependency to computers displayed in the behavior of certain people is called computer.
4. Technological and scientific _____ such as computers, cell phones, satellites ... may boost the development of the third world countries.
5. The less people have access to _____ technology the larger the _____ divide is.

Read the article and answer the questions.

Negative Effects of Technology on Communication

By Milton Kazmeyer

Technology has revolutionized the way people communicate, linking humans in a real-time network across the globe. However, technology has also changed communication in many ways, and some of them are not for the better. While some of these negative effects are relatively minor, in some cases they have had profound effects on the lives and well-being of users.

An Omnipresent Distraction

Cell phones and mobile devices allow users to stay connected even when away from their computers. While this can be a great benefit, especially in emergencies, it can also be a dangerous distraction. Hundreds of thousands of people suffer injuries every year in accidents involving a distracted driver, and texting and cell phone use are primary sources of distraction behind the wheel. While it may only take a driver a few seconds to read a text message, during that time his vehicle could travel the length of a football field without his eyes on the road. Technology can also be a distraction at home or in the office, as always-present instant messaging applications and social networks can draw a user's attention away from more important matters.

Dehumanization and Depersonalization

Technology can also affect the quality of communication. One of the great benefits of the Internet is its anonymity, allowing users to explore and communicate without having to give away their personal details. Unfortunately, this can also lead to users behaving in ways completely different than they would in a face-to-face conversation. When the Internet reduces a person to a faceless screen name, it can make it hard for some users to remember that an actual person exists behind the avatar, which can encourage hostility and exclusionary behavior. Young people are especially prone to online hostility, with 43 percent of kids reporting that they've suffered online bullying -- 25 percent of them on more than one occasion.

Social Isolation

Technology can create elaborate social networks online, but these can unexpectedly lead to social isolation. In some cases, communicating online replaces face-to-face interaction for users, reducing the amount of time they actually spend in the company of other human beings. In addition, these social networks sometimes replace a small number of strong social connections with a larger number of much shallower

connections, leading to situations where a user may have large numbers of "friends" but few actual real-world companions. This can lead to depression and feelings of loneliness, and the lack of a support system can make it difficult for users to reach out and find help for these issues. According to Slate, polling suggests the number of adults who describe themselves as "lonely" has doubled since 1980, and that spending more time online with social networks can actually have an adverse effect on a user's happiness level.

Privacy Issues

Another potential hazard of communicating via technology is a lack of privacy. Communications you send over the Internet may be insecure, allowing third parties to read email conversations or intercept instant messages. If an outsider manages to compromise an email account or application, he may gain access to months or even years of correspondence. Encryption can help keep communications safe from prying eyes, but protecting every link in the social communication chain can be difficult. Malware authors are even beginning to target phones and mobile devices, recognizing them as always-available windows into their owners' personal lives.

Questions:

1. What problem do you consider to be the most important?
2. How does this problem affect our lives?
3. How can this problem be overcome?

Exercise 6. Discuss the following questions in pairs.

1. What springs to mind when you hear the word 'technology'?
2. What new technology could you not live without?
3. Do you like reading about technology?
4. Do you like using technology to learn?
5. What do you think very old people think of modern technology?
6. How has technology changed society?
7. Has technology made us more impatient?
8. What do you think of tomorrow's technology?
9. Do you think we've become obsessed with technology?
10. Has technology made our lives better than our grandparents' lives?
11. What technology is dangerous?
12. Alan M. Eddison said: "Modern technology... Owes ecology... An apology."
What does this mean? Do you agree?

Write your essay on the following topics.

1. To what extent technology has changed the way people communicate?
2. Pick up one technological invention (Internet/television/electro cars/mobile phones, etc.) and describe how it affected people's lives.
3. What would life be without modern technology?
4. Examine the role of technologies in your own life: to what extent you are dependent on them, can you give up using?
5. Think of the things we are losing with technological progress.
6. What technology awareness needs to be given to children nowadays?
7. Describe a new technology you consider the most prominent. Explain your choice.
8. Health technologies that have changed the world.
9. The use of technology in education.
10. The use of technologies in medicine.
11. Which technologies may influence people's mental health? How?
12. Technologies that have changed our lives.
13. Do technologies have a positive or negative effect on personal safety?

Additional Texts

Creating an online course 'changed my life'

By Susie Bearne

Like many others, interior stylist Lucy Gough saw her income disappear when the coronavirus hit and naturally felt anxious about her future prospects.

"Within one week the four shoots I'd been prepping for were all cancelled," she recalls.

However, rather than do nothing, London-based Ms Gough decided to pivot her business and create an online interior styling course after teaching a similar course at London design school Central Saint Martins.

"Even though I'd wanted to create a course for the last year it wasn't until lockdown was confirmed and all my income evaporated that I started creating it," she says.

Covering six modules including shoot styling and home staging, Ms Gough launched the self-paced course in mid-May and within two weeks had already attracted 112 students from as far as Canada and Poland. She estimates that the course might make her £20,000 this year.

"It has changed my life in terms of giving me an income when all my jobs as a stylist were cancelled at the beginning of Covid-19," she says. "I always envisaged my online course being a career sideline but at the moment it's my only focus. When shoots are scheduled in again it will start to become the passive income that I had imagined."

Ms Gough is just one of thousands of people worldwide to have created an online course following the outbreak of coronavirus. Thanks to the pandemic, e-learning platforms are experiencing an unprecedented demand as lockdown has prompted people to take courses on everything from digital marketing and life coaching, to floristry and gaming.

Even before the coronavirus crisis, the value of the sector was forecast to jump to \$300bn (£250bn) by 2025, up from \$190bn in 2018, according to the research firm Global Market Insights.

course sales

Ankur Nagpal, founder and chief executive of New York-based course-hosting platform Teachable, says lockdown has greatly accelerated the number of people starting an e-learning business.

"A lot of people who intended to move their courses online in the future found this to be a catalyst and adapted rapidly," he says.

Total revenue earned by course tutors on its platform has also grown significantly since the outbreak, with its teachers set to earn more than \$43m in May, up from \$24m in February.

Even Mr Nagpal was surprised to see the surge in new course sales. "I imagined there would be some form of consumer spending slowdown, but we saw the opposite."

Greg Smith, founder of Vancouver-based Thinkific, which provides the software for entrepreneurs looking to create online courses, says, "Consumption has gone up as people are stuck at home and want to learn new professional skills or take up new hobbies to entertain themselves."

The company is seeing demand for courses in areas such as mental health, home school activities for kids, and health and fitness.

However, it is not all rosy in the world of online courses.

Jonathan Little, 26, a content outreach executive living in Crewe, enrolled in a 14-day free trial of a graphic design course via Shaw Academy, an online learning platform, in May in a bid to improve his skillset.

However, not happy with the course, he decided to cancel within the two-week period. He says the process was "incredibly convoluted and damn-near impossible to cancel".

"You have to log into your account and then you go through five to six different screens, each one giving you the same spiel about 'don't give in on dreams'.

"After all these pages you finally get through to what you think is the cancellation page then you're told you can't cancel online and instead need to call. I rang from a landline and after a lengthy automated voicemail, I cancelled. After seeing reviews online I decided to call my bank to make sure no money would go out to them."

Mr Little says it has made him think twice about signing up to online courses in the future. "It's made me a bit more cautious. I always usually look at reviews online but I just did it in the spur of the moment. It's made me cautious about signing up to things I've not heard of before."

James Egan, chief executive of Shaw Academy, told the BBC that Mr Little encountered an automated voicemail service because he called on a Sunday, when the firm does not have people answering the phones.

"We apologise that the customer's cancellation process took longer than usual. We take customer feedback and satisfaction very seriously and are currently reviewing our cancellation process to see whether we can make it easier for the small number of people who choose to cancel our services."

How do other sites handle complaints about courses? Thinkific's Greg Smith says, "If someone alerts us to a scam or fraud we will shut down sites. However, we have done that very little since we set up eight years ago."

Amanda Rosewarne, co-founder and chief executive of the CPD Standards Office, which provides independent Continuing Professional Development (CPD) accreditation, says people should be cautious when taking up courses due to an increasing number of scams.

"One scam involves creating a site, charging you for a course, and then never delivering the product," she says. "Scammers can also easily hook you by selling a course, but then once you have completed it and 'passed' the assessment, the professional certificate or licence fails to materialise in the post or by email."

Despite some problems in the sector, for some, running an online course can be life-changing.

Leila Gharani, 42, has been teaching Excel courses costing via Udemy since 2016 and takes home a six-figure salary from the e-learning platform. The lockdown has led to three times as many students as usual taking up her courses, with 10,400 bookings in April.

The Vienna-based course creator says teaching online has changed her "whole life".

She adds: "I stopped consulting and I switched all my work to online except for some conferences and speaking engagements. My husband left his full-time work and joined my company. We have a lot more time for the kids and it's offered more stability in our private life as we can work from home."

For those who never want to go back to an office, online courses might be the future.

Detailed picture of US bachelor's programs in computing

Source: Association for Computing Machinery

ACM, the Association for Computing Machinery, recently released its eighth annual Study of Non-Doctoral Granting Departments in Computing (NDC study). With the aim of providing a comprehensive look at computing education, the study includes information on enrollments, degree completions, faculty demographics, and faculty salaries. For the first time, this year's ACM NDC study includes enrollment and degree completion data from the National Student Clearinghouse Research Center (NSC).

In previous years, ACM directly surveyed Computer Science departments, and would work with a sample of approximately 18,000 students. By accessing the NSC's data, the ACM NDC study now includes information on approximately 300,000 students across the United States, allowing for a more reliable understanding of the state of enrollment and graduation in Bachelor's programs. Also for the first time, the ACM NDC study includes data from private, for-profit institutions, which are playing an increasingly important role in computing education.

"By partnering with the NSC, we now have a much fuller picture of computing enrollment and degree production at the Bachelor's level," explained ACM NDC study co-author Stuart Zweben, Professor Emeritus, Ohio State University. "The NSC also gives us more specific data on the gender and ethnicity of students. This is an important tool, as increasing the participation of women and other underrepresented groups has been an important goal for leaders in academia and industry. For example, having a clear picture of the current landscape for underrepresented people is an essential first step toward developing approaches to increase diversity."

"The computing community has come to rely on the ACM NDC study to understand trends in undergraduate computing education," added ACM NDC study co-author Jodi Tims, Professor, Northeastern University. "At the same time, using our previous data collection methods, we were only capturing about 15-20% of institutions offering Bachelor's degrees in computing. The NSC data gives us a much broader sample, as well as more precise information about enrollment and graduation in specific computing disciplines -- such as computer science, information systems, information technology, software engineering, computer engineering and cybersecurity. For example, we've seen a noticeable increase in cybersecurity program offerings between the 2017/2018 and 2018/2019 academic years, and we believe this trend will continue next year. Going forward, we also plan to begin collecting information on data science offerings in undergraduate education. Our overall goal will be to maintain the ACM NDC study as the most up-to-date and authoritative resource on this topic."

As with previous NDC studies, information on faculty salaries, retention, and demographics was collected by sending surveys to academic departments across the United States. Responses were received from 151 departments. The average number of full-time faculty members at the responding departments was 12.

Important findings of the ACM NDC study include:

- Between the 2017/2018 and the 2018/2019 academic years, there was a 4.7% increase in degree production across all computing disciplines. The greatest increases in degree production were in software engineering (9% increase) and computer science (7.5% increase)

- The representation of women in information systems (24.5% of degree earners in the 2018/2019 academic year) and information technology (21.5% of degree earners in the 2018/2019 academic year) is much higher than in areas such as computer engineering (12.2% of degree earners in the 2018/2019 academic year).

- Bachelor's programs, as recorded by the ACM NDC study, had a stronger representation of African American and Hispanic students than PhD programs, as recorded by the Computer Research Association's (CRA) Taulbee Survey. For example, during the 2018/2019 academic year, the ACM NDC records that 15.6% of enrollees in Bachelor's programs were African American, whereas the CRA Taulbee survey records that 4.7% of enrollees in PhD programs were African American.

- In some disciplines of computing, African Americans and Hispanics are actually over-represented, based on their percentage of the US population.

- Based on aggregate salary data from 89 non-doctoral-granting computer science departments (including public and private institutions), the average median salary for a full professor was \$109,424.

- Of 40 non-doctoral granting departments reporting over 56 faculty departures, only 10.7% of faculty departed for non-academic positions. Most departed due to retirement (46.4%) or other academic positions (26.9%).

In addition to Stuart Zweben, and Jodi Tims, the ACM NDC study was co-authored by Yan Timanovsky, Association for Computing Machinery. By employing the NSC data in future ACM NDC studies, the co-authors are confident that an even fuller picture will emerge regarding student retention with respect to computing disciplines, gender and ethnicity.

Heavy electronic media use in late childhood linked to lower academic performance

by Lisa K. Mundy, Louise Canterford

A new study of 8- to 11-year olds reveals an association between heavy television use and poorer reading performance, as well as between heavy computer use and poorer numeracy -- the ability to work with numbers. Lisa Mundy of the Murdoch Children's Research Institute in Melbourne, Australia, and colleagues present these findings in the open-access journal *PLOS ONE* on September 2, 2020.



Previous studies of children and adolescents have found links between use of electronic media - - such as television, computers, and videogames -- and obesity, poor sleep, and other physical health risks. Electronic media use is also associated with better access to information, tech

skills, and social connection. However, comparatively less is known about links with academic performance.

To help clarify these links, Mundy and colleagues studied 1,239 8- to 9-year olds in Melbourne, Australia. They used a national achievement test data to measure the

children's academic performance at baseline and again after two years. They also asked the children's parents to report on their kids' use of electronic media.

The researchers found that watching two or more hours of television per day at the age of 8 or 9 was associated with lower reading performance compared to peers two years later; the difference was equivalent to losing four months of learning. Using a computer for more than one hour per day was linked to a similar degree of lost numeracy. The analysis showed no links between use of videogames and academic performance.

By accounting for baseline academic performance and potentially influencing factors such as mental health difficulties and body mass index (BMI) and controlling for prior media use, the researchers were able to pinpoint cumulative television and computer use, as well as short-term use, as associated with poorer academic performance.

These findings could help parents, teachers, and clinicians refine plans and recommendations for electronic media use in late childhood. Future research could build on these results by examining continued associations in later secondary school.

The authors add: "The debate about the effects of modern media on children's learning has never been more important given the effects of today's pandemic on children's use of time. This is the first large, longitudinal study of electronic media use and learning in primary school children, and results showed heavier users of television and computers had significant declines in reading and numeracy two years later compared with light users."

Tech Tent: Is your face on a watch list?

by Rory Cellan-Jones

Is it a brilliant new law enforcement tool helping keep public spaces safe from criminals and terrorists? Or a creepy surveillance technology which threatens the privacy of people going about their lawful business?

This week Tech Tent looks at the debate around facial recognition.

It was the revelation that the development around London's King's Cross mainline station was tracking thousands of visitors using a facial recognition system that sparked new concerns about the technology. The site includes shops, offices - Google's UK HQ is there - and the Central St Martins art college.

The story was a scoop from the Financial Times technology correspondent Madhumita Murgia, who is this week's Tech Tent special guest. She tells us property

firm Argent, which owns the site, has refused to give any detailed information about how the system was used and, crucially, what kind of watch list was involved.

The BBC also hit a brick wall when seeking answers - all we got was this from Argent: "These cameras use a number of detection and tracking methods, including facial recognition, but also have sophisticated systems in place to protect the privacy of the general public."

In the UK there have been a number of trials of facial recognition by police forces but campaigners are resisting its introduction. A legal challenge has been mounted against South Wales Police by someone who says their picture was taken while they were out shopping.

Silkie Carlo, of civil liberties group Big Brother Watch, says there are clear dangers in the spread of the technology: "This is inherently a surveillance tool that bends towards authoritarianism."

She points to China where she says facial recognition surveillance is used for social control, political policing and the persecution of the Uighur minority.

But Zak Doffman, whose company Digital Barriers supplies facial recognition systems to a variety of customers insists that it serves a valuable purpose: "If you talk to chief police officers, if you talk to people in security and defence, they will say that as a support technology for people on the ground, it is immensely valuable, if used properly."

But he stresses that there is a need for transparency: "The question is what is the watch list and who is being watched on what basis?"

He sees more problems with commercial use of the technology in public spaces, and says the King's Cross story has served to provoke a necessary debate about regulation.

This debate is raging around the world as the technology becomes more pervasive. San Francisco has banned the use of facial recognition by the police and other city agencies. The UK's data watchdog, the Information Commissioner, has launched an investigation into what is happening at King's Cross and whether data protection law has been broken.

Whether it is at passport gates or logging into phones and online banking systems we are getting accustomed to using our faces to identify ourselves. But when it comes to being tracked without our knowledge in public spaces there is a growing revolt about the spread of this surveillance technology.

Comment: Writing an Opinion Essay

The structure of the essay

INTRODUCTION: Describe the problem and express your opinion.

CONTENT: Give at least three reasons for your opinion

CONCLUSION: Restate your opinion and briefly summarise the reasons.

Linking words

Linkers Of Addition What's More Furthermore Moreover In Addition Plus Also	Linkers Of Result Consequently As a result Therefore Thus Because of this Due to this Not only that For this reason Hence
Highlighting & Emphasising: Especially Clearly Obviously Specifically Of course In particular	Presenting Contrast: Despite In spite of By contrast Alternatively Another opinion could be On the other hand Still However Although Even though But
Presenting Comparison: In comparison Admittedly Similarly Likewise In the same way	Linking Words for Conclusion: To sum up In conclusion To conclude To draw the conclusion

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Content

Introduction	3
Section 1. Education	4
Section 2. Health	24
Section 3. Communication Technology	40
Comment: Writing an Opinion Essay	57
References	58

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