

«МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный университет им. Н.И. Лобачевского  
Национальный исследовательский университет

Арзамасский филиал

**Е.В. Баронова**

**С.С. Сулова**

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профили Иностранный язык и Второй иностранный язык

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Рецензенты:

кандидат педагогических наук, доцент, Правдина М. В.

кандидат филологических наук, доцент, Власова К.А.

Учебно-методическое пособие по интерпретации публицистического текста содержит лингвистический комментарий, тексты, глоссарий, практические задания, тесты, образцы стилистического анализа. Предназначено для организации практических занятий и самостоятельной работы и включает материалы, необходимые для успешного овладения техникой интерпретации аутентичных газетных публикаций различной тематики, включенной в программу направлений подготовки **050100.62, 44.03.01 Педагогическое образование профили** Иностранный язык и Второй иностранный язык.

Ответственный за выпуск:

председатель методической комиссии историко-филологического факультета  
к.и.н., доцент **Н.В. Хорева**

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## Введение

Одним из факторов, вызывающих стресс у современного человека, является переизбыток информации, которую он получает из всевозможных электронных и, уже в меньшей мере, печатных СМИ. Возникает необходимость критического отбора и анализа фактического и графического контента. Джон Дьюи (1859- 1952), представитель философии прагматизма, полагал, что любое убеждение должно быть подвергнуто проверке, аргументировано, обоснованно. Американский философ приходит к выводу, что задача любого образовательного учреждения – выработать навык дифференцирования проверенных убеждений и безосновательных догадок, мнений. Вопрос состоит в том, как развивать вышеуказанное умение и как оценивать уровень сформированной компетенции, что особенно актуально в практике подготовки будущих педагогических кадров для общеобразовательной школы.

Газеты уже давно служат ценным источником при изучении иностранного языка для преподавателей и студентов. Это одно из средств мотивации, поскольку СМИ предлагают интересную, разнообразную и современную информацию о мире, в том числе, что особенно важно, сведения лингвострановедческого характера.

Настоящее пособие призвано формировать следующие умения и навыки:

- читать и анализировать тексты различных печатных и электронных англоязычных СМИ;
- делать выводы, касающиеся менталитета и разнообразных реалий англоязычной культуры;
- вести дискуссию по заявленной в статье проблематике;
- находить специфические для газетного стиля средства выражения и определять их функции.

Данное учебно-методическое пособие содержит лингвистический комментарий, тексты, глоссарий, практические задания, тесты, образцы анализа. Оно предназначено для организации практических занятий и самостоятельной работы студентов, может быть использовано для работы студентов-бакалавриата с направлением подготовки 050100.62 Педагогическое образование профиль Иностранный язык (английский язык) и Второй иностранный язык (немецкий язык) (5 лет).



### Useful tips

*Dear readers*, the textbook was written to help you in practicing the interpretation of articles and their fragments from originally published British and American broadsheets and tabloids. Getting ready for such an ordeal, use the plan given below. The topics, included into the book, were all discussed through the course of «*Practice of oral and written speech*» (1-5 years of study). The same themes will be included into your final exam. You should try to revise covered material: show the understanding of the subject, knowledge of grammar, pronunciation skills. Also you should be ready to answer examiner's questions, react quickly, make your utterances easily understandable and sound polite.

Good luck!

### The Plan of Newspaper Article Interpretation

1. The headline of the article is ... (*The article is headlined ..., The headline of the article I've read is...*)
2. The author of the article is...
3. The article is taken from the newspaper...
4. The central idea of the article is about... (*The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...*)
5. Give a summary of the article (no more than 10-20 sentences).
6. State the main problem discussed in the article and mark off the passages of the article that seem important to you.
7. Look for minor peculiarities of the article.
8. Point out the facts that turned out to be new for you.
9. Look through the text for figures, which are important for general understanding.
10. State what places of the article contradict your former views.
11. State the questions, which remained unanswered in the article and if it is possible add your tail to them.
12. Speak on the conclusion the author comes to.
13. Speak about the stylistic devices used in the article; clarify the aims of their use.
14. Express your own point of view on the problem discussed.

### Sample

## **Ancient Japanese Art of Origami Thriving in San Francisco**

***VOA, Art and Culture* by Suli Yi, March 16, 2010**

The ancient Japanese art of origami - or paper folding - is thriving today in San Francisco - thanks largely to an American scientist. Remember how much fun it was to play with paper airplanes as a kid? Most people give up those kinds of hobbies once they grow up, but not Robert Lang. "The biggest thing was just like this paper airplane, it was a way that you can make something with found materials, cheap paper, scraps, even trash," said Lang. Lang lives in the San Francisco bay area. He is a laser physicist and graduate of the California Institute of Technology, and has nearly 50 U.S. patents to his name. Eight years ago he gave up his job to pursue origami, making him one of the few professional origami artists in the country. He never stops creating, even during lunchtime.

"I'll give it to the waitress. It'll be part of the tip," he added. But Lang can turn bills into lots of other things besides butterflies. "This was folded from two individual dollar bills," he added. "I paid two dollars for the two dollar bills.

This flower was made from six one-dollar bills. This plate was made with three, and another three for the lobster. Under his expert hands, paper of almost any type, stiffness or thickness can be turned into a work of art. "Different papers suggest different subjects. And in some cases, the paper itself suggested what the best subject was. When I saw this paper, the Mexican paper, I immediately thought I want to fold it into a pot," he said. Using his understanding of complex geometric forms, Lang has played an important role in origami's evolution. Many of these models were unheard of just 10 or so years ago.

"The reason I do a lot of animals is because I'm inspired by the real thing," he explained.

Lang's works have been displayed in the Lindsay Wildlife Museum near San Francisco for years. Loren Behr is executive director of the museum. "It is kind of hard to believe sometimes when I look at his work to realize that one sheet of paper goes into each of the animals with all of the complexities," she said. "All the amazing number of folds ... I can't imagine that he can actually do that." Many countries around the world have origami traditions. But it has played a particularly important role in Japanese culture. The English term origami is a transliteration of the Japanese word. "Ori" means "to fold," and "gami" means "paper." San Francisco's Japantown is home to some origami masters, including Linda Tomoko Mihara.

Linda is a third-generation Japanese-American. She is famous for her origami cranes, which once played an important role in Japanese culture.

"It was tradition for the bride to fold 1,000 cranes to wish for a long and prosperous

marriage, and also to demonstrate her patience and I guess her humility to show that she would be a good wife, which is a very old way of thinking, but that's how it was in that time”, she explained.

Linda's grandparents compiled the first origami handbook ever published in the United States. She began doing origami at the age of five. She and Lang have worked together. They once created all the origami models for a 3D animated commercial.

"Everything you saw in that commercial except the car was origami. So we did buildings, city buildings, Victorian houses, even the decorations in the streets around the houses. Trash cans, potted plants, street lamps," explained Robert Lang. The great response that the commercial got has further spurred the two artist's passion to create. They are now hoping to one day do the first-ever origami movie.

### Summary

- Оно должно точно и адекватно передавать **содержание текста** оригинала.
- Оно должно быть кратким и содержать только самую важную информацию.
- Следует избегать повторений, подробных описаний и примеров.
- Прочитав summary, человек, незнакомый с оригиналом, должен понять основную мысль первоначального текста.
- Не допускается полное цитирование текста оригинала.
- По возможности оно должно быть написано в настоящем времени.
- Не следует использовать личные местоимения, чтобы избежать неясности.
- Объем summary должен составлять не более 1/3 или 1/4 оригинала.
- В нем не должно содержаться предложений, которые можно было бы трактовать неоднозначно.
- Допускается изменять порядок предложений, мыслей, структуру текста оригинала с целью сделать summary более понятным и логичным.
- Прямую речь нужно переделывать в косвенную.

1) Сначала необходимо ознакомиться с **заголовками и подзаголовками** текста, обратить внимание на **выделенные курсивом или жирными шрифтом слова, цитаты**. Необходимо иметь очень четкое представление об их значении.

The article is in the Art and Culture section. The title is “Ancient Japanese Art of Origami Thriving in San Francisco”. There are no quotes or subtitles.

2) Далее бегло проглядываем текст, чтобы получить **общее представление** о том, что в нем говорится, о языке автора, цели написания статьи.

3) Следующим шагом, несомненно, нужно вдумчиво прочитать всю статью, обращая внимание на непонятные слова и фразы. Необходимо **выделить основную мысль текста**. Желательно найти в тексте и выделить предложение, отражающее его основную идею. Особое внимание также следует обратить и на первое предложение. Часто оно имеет ключевое

значение. Если есть возможность, то нужно распечатать копию статьи и карандашом или цветными ручками выделить основную мысль. Это поможет в дальнейшем исключить излишнюю детализацию текста.

The author states the growing popularity of the ancient art and admires the masterpieces. This attitude is emphasized by such words as **thriving, pursue, inspire, amazing, create, great response, spur, passion**

Кроме того, выделяем в тексте часто повторяющиеся **ключевые слова**.

The key words are: **art, origami models, work, create, important**

4) Необходимо также выделить **основную мысль каждого абзаца**. Очень эффективно в каждом абзаце выбрать по одному предложению, более полно отражающую его основную мысль.

The most important sentences are:

**«The ancient Japanese art of origami - or paper folding - is thriving today in San Francisco - thanks largely to an American scientist».**

**«They are now hoping to one day do the first-ever origami movie».**

5) Наиболее простая стратегия - сначала написать summary, состоящее из одного предложения, ко всему тексту, то есть передать значение всего текста одним предложением.

**The article describes growing popularity of origami in San Francisco**

Затем пишется summary к каждому абзацу. Здесь также нужно соблюдать краткость. Содержание абзаца должно суммироваться в одно предложение!

*Robert Lang has taken a liking for paper folding since childhood.*

*He is fascinated with the idea of turning seemingly useless material into something charming.*

*Lang has devoted his life entirely to the art of origami.*

*He is able to make something wonderful with any kind of paper, even with dollars.*

*What shape paper takes depends on paper itself.*

*Lang has created a lot of unique, evolutionary works of art.*

*He has worked together with Linda Tomoko Mihara, a Japanese-American origami master, who keeps in mind the ancient traditions of her ancestors.*

*Linda and Robert have worked on the models for 3D animation and created origami models of almost all the details of the commercial.*

*They are dreaming of creating an origami movie.*

6) Теперь приступаем к написанию самого summary.

Обязательно употребление следующей лексики:

*Nowadays, firstly, secondly, as a result, consequently, finally, to sum up, in conclusion, on the one hand, on the other hand, however, yet, thus, anyway, actually, in fact, clearly, naturally, obviously, similarly, on the contrary, moreover, furthermore.*

Полезными могут оказаться и следующие конструкции: *it is widely known, there is no doubt that, it seems that, the article describes, shows, is devoted to* и т.д..

Часто используются следующие глаголы: **agree, disagree, refuse, suggest, demand, comment on, insist, criticize, analyse** и их синонимы.



Кроме основной мысли всего текста в первом предложении необходимо указать автора и название статьи (книги). Затем излагаем краткое содержание каждого абзаца (это мы заготовили заранее). Здесь важно отметить, что **можно изменить порядок абзацев**. Следующее предложение должно логически вытекать из предыдущего. Желательно, чтобы в конце содержался вывод.

The article «Ancient Japanese Art of Origami Thriving in San Francisco» written by Yi Suili and published by VOA on the 17th of March 2010 describes growing popularity of origami in San Francisco.

An American scientist, Robert Lang has taken a liking for paper folding since childhood. As a result, he is fascinated with the idea of turning seemingly useless material into something charming. For the last eight years Lang has devoted his life entirely to the art of origami. Besides, this master is able to make something wonderful with any kind of paper, even with dollars. What shape paper takes depends on paper itself.

Excited with the animals Lang has created a lot of unique, evolutionary works of art. Recently, he has worked together with Linda Tomoko Mihara, a Japanese-American origami master, who keeps in mind the ancient traditions of her ancestors. Linda and Robert have worked on the models for 3D animation and created origami models of almost all the details of the commercial.

Consequently, inspired by the success they are dreaming of creating an origami movie.

7) Теперь перечитываем готовый черновик и добавляем вводные слова и фразы, которые призваны облегчить переход от одной мысли к другой (Примеры фраз я приведу во второй части статьи). Необходимо проследить, чтобы границы между мыслями автора были плавными. Не стоит забывать, что summary должно дать человеку, незнакомому с данной книгой или статьей, общее представление о ее теме. Вашему предполагаемому читателю предстоит решить, интересно ли ему будет прочитать всю книгу или статью. Ваша цель - заинтересовать, поэтому язык summary должен быть **разнообразным, живым, ясным, четким**.

### **Matter of style**

English newspaper style may be defined as a system of interrelated lexical, phraseological and grammatical means as a separate unity that basically serves the purpose of informing and instructing the reader. It goes without saying that the bulk of the vocabulary used in newspaper style is neutral and commonly literary. But apart from this, newspaper style has its specific vocabulary features [6, 21].

a) Special political and economic terms (e.g. apartheid, by-election, per capita production).

b) Non-term political vocabulary (e.g. public, people, progressive, nation-wide unity).

c) Newspaper clichés, i.e., stereotyped expressions, commonplace phrases familiar to the reader (e.g. vital issue, well-informed sources, overwhelming majority, amid stormy applause).

d) Clichés more than anything else reflect the traditional manner of expression in newspaper writing. They are commonly looked upon as a defect of style (e.g. captains of industry, pillars of society). But nevertheless, clichés are indispensable in newspaper style: they prompt the necessary associations and prevent ambiguity and misunderstanding.

e) Abbreviations. News items, press reports and headlines abound in abbreviations of various kinds as it helps to save space and time.

- Some abbreviations are read as individual letters:

WHO (read as W-H-O) World Health Organisation

BBC (British Broadcasting Corporation)

UN (United Nations)

PM (Prime Minister)

MP (Member of Parliament)

Some abbreviations are read as words; they are called acronyms.

NATO /'neitou/ North Atlantic Treaty Organization

OPEC /'oupek/ Organization of Petroleum Exploring Countries

AIDS /eidz/ Acquired Immune Deficiency Syndrome

- Abbreviations are used in titles (Mr, Ms, Mrs, Dr, etc.)

f) Neologisms. The newspaper is very quick to react to any new development in the life of society and technology. Hence, neologisms make their way into the language of the newspaper very easily. So, not long ago such words as *glasnost* and *Gorbymania* used to cover almost each and every inch of printed matter materials.

### **Headlines**

Concise syntax presented by different kinds of sentences:

- full declarative sentences ("Allies Now Look to London"),
- interrogative sentences ("Do You Love War?"),
- rhetoric questions ("The Worse the Better?"),
- nominative sentences ("Gloomy Sunday"),
- elliptical sentences:
  - (a) with an auxiliary verb omitted ("Initial Report Not Expected Until June")
  - (b) with the subject omitted ("Stole Luxury Cars by Photos")
  - (c) with the subject and part of the predicate omitted ("Still in Danger")
- complex sentences ("Senate Panel Hears Board of Military Experts Who Favoured Losing Bidder")

specific use of grammar:

- simple verb forms used ("Queen Opens Hospital Today")
- sentences with articles omitted ("Royal Family Quits")
- phrases with verbals:
  - (a) infinitive standing for "going to happen" ("President to Visit Russia")
  - (b) participial and gerundial constructions expressing present time ("Keeping Prices Down", "Speaking Parts")
- use of direct speech ("What Oils the Wheels of Industry?" Asks James Lowery)
- emotive syntax and vocabulary suggestive of approval or disapproval

- allusive use of set expressions and sayings;
- their deliberate breaking-up ("Cakes and Bitter Beer")
- deformation of special terms ("Conspirator-in-Chief")
- use of stylistic devices producing a strong emotional effect ("And What About Watt")

### **Feature**

- combination of different vocabulary strata;
  - usage of emotionally coloured language elements, both lexical and structural;
  - accepted usage of colloquial words and expressions, slang, and professionalisms;
  - usage of various stylistic devices but trite and traditional in nature (e. g. traditional periphrases, such as Wall Street (American financial circles), Downing Street (the British Government), Fleet Street (the London press), the third world (the remnant of the dated division of the world into three parts – socialist, capitalist and developing countries);
  - genuine stylistic means also possible [6, 26].

## **Unit 1**

### **1.1 Family**

**Pre-reading:** *Make up the graphic organizer (a spidergram) including all the necessary elements of a happy family.*

**I wish my son wasn't an only child**  
**By Kelly Rose Bradford, 5 April 2014, The Guardian**

Twelve years younger than her only brother, Kelly Rose Bradford grew up feeling like an only child – lonely and used to her own company. Now 40 and a single mother, she feels guilty that her son has no siblings to share his life with

‘There is guilt that I haven't provided my son with an immediate family, with someone to knock the edges off him and help shape him' ... Kelly Rose Bradford and her son William.

Eleven years ago, on the floor of my sitting room, I gave birth to my son, William. He was a snub-nosed little creature, with clenched fists and wide eyes, a child who, a decade on, has kept his chubby-cheeked, infant looks. But as William is my only child, his baby-faced appearance is a mixed blessing. A bitter-sweet reminder of what once was.

I had assumed my son would be the first of many children, that I would stare in wonder at a newborn three or four times again in my life. I remember telling my midwife the day William was born that I couldn't wait to do it all over again. She laughed and said I would feel differently once the happy hormones had worn off and the reality of sleepless nights kicked in.

I never did.

My relationship with William's father broke down and we separated when he was six. I was 35 and furious that my fertile years had, to my mind, been wasted. I'd always imagined that by that age I'd have at least two children. My desire for another child wasn't the catalyst for the break-up – indeed, it was rarely discussed – but it became the thing I based my anger on after the separation. The feeling that I had been denied my right to be a mother again was a raw, open wound.

I also felt that being in my mid-30s and with a young child, realistically, I was not going to meet someone new, form a meaningful, committed relationship and start again. A large part of me was too scared to, anyway.

Five years later, I still feel a terrible sense of loss over not having had a second or third chance at pregnancy and birth. To not have had another few years of mother and baby clubs, of playgroups, of kicking leaves in the park. Feeding ducks and splashing in puddles. To not have seen the wonder in another toddler's eyes, taking in their first Christmas. But now it's not just feelings of my own unfulfillment that eat away at me. There is added guilt that I have not provided my son with an immediate family, with an on-tap playmate, with someone to knock the edges off him and help shape him.

Everyone thinks that only children are spoiled and over-indulged; that their parents mollycoddle and wrap them in cotton wool, feeling they have all their eggs in one basket. I try very hard not to do that, but I know first hand how growing up

without similar-aged brothers and sisters can leave you less than well-rounded as a person.

My brother is 12 years older than me and so to my mind has always been an adult. By the time I was at primary school, he had left home. We didn't grow up together or share a childhood. That's not to say we didn't get on, because we did, but there are limits to the common ground a seven-year-old girl has with a 19-year-old man she doesn't see that often, regardless of blood ties.

I think my solitary upbringing made me selfish and used to having my own way. I lived mainly in my own little world, spending most of the time in the company of my parents and often finding it difficult to relate to other children or forge strong friendships.

When friends recall their childhood memories – particularly when discussing them in relation to their own kids' behavior – I hear reminiscences of rows with siblings over shared bedrooms, who had the biggest present under the tree, who was mum or dad's favourite. My overriding memories are simply of feeling lonely and passing the time with my nose buried in an Enid Blyton book or enduring westerns on television with my mum and dad.

Thankfully, my son does not suffer from being an only child in those ways. Our home is always a riot of tween-age noise; Skype conference calls the moment he gets in from school, a close-knit group of friends and a constant whirl of social activities. Modern technology means he doesn't feel the isolation I did.

Perhaps this is why William has always insisted he would "hate" to have a brother or sister. Of course now, at 11, it would be a shock for him to have to suddenly share me with a sibling. Not to mention the impact it would have on the comfortable life he has so far enjoyed – private education, lots of holidays and my undivided time and attention.

But I can't focus on those things as positives because as great as they are for him now, I worry endlessly about what the future holds.

I can't help but wonder how he will feel about being without siblings 30 years or so down the line when he has to bear the burden of Mother on his own. For him, there will be no conversations about whose turn it is to "have Mum" this Christmas, who will "take Mother" to hospital appointments, or oversee the organisation of home-helps or care homes. It will be him alone who will ultimately take responsibility for me in my old age. And, eventually, to grieve for me alone, with no sibling to understand or share his hurt over losing me.

I worry about this because earlier this year, my brother and I had to deal with our elderly father's ill-health and it really hit both of us how much harder it would be to cope with if we didn't have each other, despite the age gap, geographical distance and the fact that our lives have taken different paths and seldom intertwine.

Even with those barriers, because we are family, because we share our parentage, we are intrinsically there for each other when we need to be, and, when the inevitable happens to our parents, only we truly understand how each other is feeling.

It was that behavior that escalated my only-child guilt. It left me feeling desperately sad that my son will not have siblings to turn to as his life progresses, for

the good times and the bad. I see the relationships my friends have with their similarly aged brothers and sisters, how their shared history forms the ongoing narrative of their lives – the gentle mocking, the sibling rivalry, but also the love, the familiarity and the unbreakable bond.

Obviously, at only 40, and, putting aside my son's insistence that he doesn't want a brother or sister, I could, theoretically, have another baby. But would I want history to repeat itself? My second offspring could end up like me; forever feeling like an only child because of the huge age-gap, because no matter how well my brother and I do get on, there will always be that gulf. He is, and always will be, the grownup and we will forever be at different life stages and very different people.

Not a day goes by when I don't analyse our family life or try to rationalize my thoughts and, whatever conclusion I come to on any given day, I don't think I will ever shake off the regret that I didn't have another baby while William was still a toddler. I always knew motherhood would be all about the guilt, but I never dreamed that most of my agonising would be over demons from my own childhood and fears for my son's life after I've gone.

The fact is that I can cope with being a single mother, I can cope with working seven days a week to provide for my child and I can cope with his most challenging behavior, quirks and needs.

But what I struggle to deal with is the feeling that I have done him a huge disservice by not giving him brothers and sisters, and the opportunity to experience real family life.

**After-reading:** 1) *Make up the list of verbs and verb-phrases denoting all the stages of persons's life (start with **to be born, to wear nappies, ... end with to die, to pass away, to be buried**).*

2) *Match the «language of love»:*

- |  |   |
|--|---|
| ___ 1. Double date                               | A. To accept someone's proposal of marriage   |
| ___ 2. Blind date                                | B. To innocently like someone   |
| ___ 3. To go dutch                               | C. A date where two couples go out together   |
| ___ 4. To break up                               | D. To have your date fail to appear at the appointed time or even to call to cancel the date. |
| ___ 5. To go steady <i>or</i> to go with someone | E. To have a relationship with another person when you are married.                           |
| ___ 6. To make out                               | F. To not show any interest in the other person even though you may be interested.            |
| ___ 7. To have an affair                         | G. To end a relationship.   |

- |                                    |   |
|------------------------------------|---|
| ___ 8. To get engaged              | H. To use a cliché without really meaning it, with the hopes of gaining someone's interest. |
| ___ 9. To be stood up              | I. A date arranged by a third party for two people who have not met.                        |
| ___ 10. To play hard to get        | J. To date only one person.   |
| ___ 11. To flirt                   | K. To slowly get to know a person before getting into a serious relations                   |
| ___ 12. To feed someone a line     | L. To kiss passionately.  |
| ___ 13. To get to know someone     | M. To tease another person with your body or by what you say.                               |
| ___ 14. To have a crush on someone | N. A date where each person pays his or her own way.  |
- 

**Pre-reading:** 1) *How do you understand the phrase «family values»? What can be considered as family values? Share your ideas with a partner.*

2) *Make up the list of life situations when it is especially necessary for men/women to be supported by their partner/spouse.*

### **Trisha Goddard: My family values**

**Interview by Roz Lewis, 24 January 2014, The Guardian**

The TV presenter talks about the influence of the man she knew as her father, then finding out he wasn't, and the death of her youngest sister, who suffered from mental illness.

**I don't know who my biological father** is or whether he is alive. I was, until 2004, under the impression that I was the daughter of my mum, who was Dominican, and her husband, who was white British from Norfolk – the man I knew as my dad. I always had my doubts about my background: my skin colour was darker than my three younger sisters.

**My mum died in 2004**, and then my dad told my [third] husband, Peter, the truth about my background, that Dad was led to believe I was his daughter, and didn't know until my mother admitted that another man was my dad. This was when I was about three months old. I think he was too scared to tell me himself. I've since had a heritage DNA test, which shows I am also 9% Asian, which implies that my biological father was West Indian too.

**We moved around a lot** when I was young. When I was six, we moved to east Africa for almost three years, as my dad was working as a psychiatric nurse and got a position there. I was schooled in an expat community where you learned that

everyone was the same, despite being different nationalities and skin colour. I think it helped me embrace moving round the world later in my life for work.

**My dad was a brilliant role model** for social values, social fairness and giving me a healthy work ethic. My mum, who also had a very strong work ethic, having come to Britain to make a new life, taught me that as a person of colour I had to be twice as good to be seen as half as good.

**When I was living in Australia** and had just started working as a news anchor, my youngest sister, Linda, who had been diagnosed with schizophrenia, died from complications arising from self-inflicted injuries. It was a devastating loss. It made me want to speak out for those who suffer from mental illness. Before that, I hadn't really felt any maternal urges – after, becoming a mum became important. I was living with my second husband to be, Mark, and we had two daughters together. It sounds corny but the moment I held my daughter Billie was the first time I felt dizzying amounts of love for anyone.

**My marriage to Peter** is a partnership. We learn from each other all the time. True intimacy is about honest communication, listening and compromise. Throw in friendship as a cornerstone, laughter and the ability to be playful, and it's a match made in realistic heaven.

**Being diagnosed and treated** successfully for breast cancer brought our family together. Through awful things, good things can come. My daughters were very supportive. My youngest, Madi, used to come running with me, an activity she hated, and my eldest sat with me in the hospital while I was having treatment and studied for her A-levels. Peter was my № 1 supporter of course. He helped me still be a mum and do the important mum things that I wanted to do even when unwell. That whole year of my cancer treatment felt like a very powerful, emotional bonding experience.

**I don't really want to be a granny yet.** I think that is vanity – I don't want to think I am that old! No doubt when the grandchildren do arrive, I will do my best to whip them away from my daughters and spoil them terribly.

**After-reading:** *use the following words and phrases from the article in the sentences of your own*

- **a heritage DNA test;**
- **a healthy work ethic;**
- **social values;**
- **a devastating loss;**
- **to feel maternal urges;**
- **dizzying amounts of love;**
- **vanity.**



## Unit 2

### 2.1 Health

#### Pre-reading

Do you prefer fast food to healthy food?

What could parents/ school do to help kids give up junk food and have a healthier diet?

#### **If Jamie Oliver can't change our eating habits... who can?**

*Asks Joan Smith*

*It's the story with everything: food, health, class and one of the country's biggest celebrities. Four years ago, Jamie Oliver launched a hugely popular campaign to banish junk food from school dinners; out went burgers, chips and fizzy drinks, and in came jacket potatoes, fresh fruit and yogurt.*

Oliver's television series Jamie's School Dinners was widely praised, and the Government came up with a E627m healthy-eating initiative for schools. Take-up of school dinners, which fell below half the nation's schoolchildren as long ago as 1984, was expected to rise as parents seized the opportunity to improve their kids' health.

Sadly, it hasn't turned out like that. Last week it emerged that there's been a small increase in the number of children eating school dinners in some areas, but nowhere near enough to meet the Government's target of half of all pupils nationwide. Sixty per cent of primary-school pupils are avoiding school dinners, and among older children it's two-thirds. In some parts of the country, take-up has actually fallen since the healthy-eating initiative began, leading the Lib Dems to claim that 400,000 fewer children are eating school dinners.

Even if that figure is an exaggeration, the overall reaction is hardly a ringing endorsement of the efforts of the Government or the TV chef. What people eat as adults tends to be decided by the meals they eat when they're growing up, and another set of statistics published last week confirms a significant North-South divide. Families in Scotland and the North of England buy more crisps, processed food and chips; they are fatter and die earlier than people in the South, who spend more money on fruit and vegetables. In Stockton-on-Tees in the Northeast, one in six children starting school is already clinically obese, compared with only one in 25 in West Sussex.

This suggests either that substantial numbers of people ignore health education campaigns or – as some campaigners have claimed for years – that they have developed what amounts to an addiction to junk food. When Oliver began his school dinners campaign, some mothers in South Yorkshire responded by delivering takeaway food over the wall to children who didn't like the healthy alternative on offer in school. Oliver was so angry that he started cookery classes in Rotherham, showing skeptical locals how to prepare nutritious meals and celebrating several high-profile conversions to healthy eating.

But a report last week from the Association of Public Health Observatories shows how far there is to go: Rotherham is worse than the national average on 27 out

of 31 indicators of public health, including obesity in children and adults, life expectancy and binge drinking. It's also poorer, reflecting the central role of class in determining what people eat and the state of their health.

Junk food is a killer. So is over-eating in any form, and not getting enough exercise. Most people know this, even if they're not aware of new research which appears to confirm the health benefits of a dramatically restricted diet; under-eating seems to protect against cancer and cardio-vascular disease, and slows the ageing process in monkeys. But advising people to embark on a calorie-restricted diet is a nonstarter in a society where excess consumption has become – and continues to be, despite the Government's considerable efforts – the norm.

It may be cheering to discover from this mass of statistics that celebrities don't have as much influence as we'd all assumed. But if someone as successful and ubiquitous as Jamie Oliver can't persuade people to change their eating habits. I don't know what will.

*The Independent, 12 July 2013*

### **While-reading**

1. Choose the best answer.

1. Jamie Oliver started his campaign for a healthy diet because...

- a) He wanted to earn some money on cookery classes and selling healthy food to schools
- b) He wanted to get publicity, as it was turned into a TV show
- c) He was aware of the connection between junk food and high death rate

2. According to the statistics ....

- a) There's a correlation between the children's age and their eating habits;
- b) After the campaign more than half of all pupils started eating healthy school food;
- c) There's a correlation between the family income and the choice of the diet

3. Oliver started cookery classes because...

- a) He decided to earn some money for charity;
- b) Some parents opposed his program;
- c) The government asked him to do it

4. The writer thinks that Oliver's campaign ...

- a) Was a failure because of the skeptical locals and poor government support;
- b) Was a success because it taught kids about a healthy diet;
- c) Proved that it's not easy to change people's eating habits

### **After reading**

What do you think of Oliver's campaign?

Would you eat healthy food at the students' canteen?

Is junk food really bad? Or is it a fun, tasty alternative to healthy food? Why is it so tasty?

Should junk food companies be allowed to advertise near schools or during TV programs for kids?

What is your favourite food? Why do you like it?

### **Role-play**

Your local council decided to introduce the same campaign. They have asked your group to come up with some recommendations.

Think of a suitable healthy menu.

Think of a list of rewards to encourage kids to eat them.

Present your suggestions to the whole class.

Have a class vote on the best campaign.

### **Links**

Look through Oliver's official site. Choose 1 recipe and prove that it is healthy.

<http://www.jamieoliver.com/>

## **2.2 Travelling**

### **Pre-reading**

Discuss these questions.

What do you know about mountain climbing? Can you name any famous mountain climbers?

Have you ever climbed a mountain? If so, describe the experience.

How high are the world's highest mountains? Where are they?

### **As You Read**

Make a list of questions you would ask Reinhold Messner (a famous climber) about his life if you were interviewing him.

### **An Adventurer's Life: Always New Heights**

By Roderick Conway Morris

*International Herald Tribune*

SULDEN, Italy—Reinhold Messner spent his 26th birthday lying in a Munich clinic. Several weeks before, he and his brother Gunther, having been invited to join a German expedition, had reached the summit of Nanga Parbat in Kashmir. During the descent, amid continual avalanches, Messner lost contact with Gunther, who was never seen again.

The South Tirolese climber combed the mountain for two days and nights searching for Gunther. By the time Messner literally crawled, and was finally carried by mountain farmers, back to civilization, he was so badly frost-bitten that he lost half a dozen toes, and was lucky not to lose several fingers. When he emerged from the clinic he was penniless and, in his own words, "a cripple."

"It was clear that I would never be able to climb again," said Messner. "For practical reasons, because of the amputations I had undergone, but also for psychological reasons. But after a while I realized that by staying at home and continuing to try to study for a profession—I was doing architecture at Padua University at the time—I could not bring my brother back to life again. He was dead.

“So I went back to what was my real life before, my life as an adventurer. Because, by then, it was too late—that was my life. I could have become an unhappy and unsuccessful architect— but there were already plenty of unhappy and unsuccessful architects.”

Within a decade, Messner was the first (with Peter Habeler) to climb Everest without oxygen and, soon after, the first to scale the mountain solo. By the mid-'80s he had become the first to scale all 14 of the world's 8,000-meter (26,250-foot) peaks—all without oxygen. Having crossed Antarctica and Greenland, unsupported, Messner, who last September celebrated his 50th birthday (perhaps, when one studies the history of his hair-raising exploits, his most improbable achievement of all), is due to set off at the beginning of March on what he reckons will be the biggest challenge of his career—crossing the pack ice and ice barriers of the Arctic Ocean (with his doctor-brother Hubert) from the New Siberian Islands to Cape Columbia in Canada via the North Pole, “by fair means,” without any air support, food depots or external assistance.

By the time Messner came on the scene, the world's highest peaks had been conquered, but no climber of previous generations could have conceived that a single individual would be able to scale every one of them in a lifetime. But then nobody before Messner—who was born into a family of nine children in a tiny mountain village in the Italian South Tirol, and had no prospect of raising the massive sums required by earlier Himalayan expeditions—imagined that it might be possible to tackle these giants in what Messner has called “alpine-style” ascents.

“Everest was climbed, so it was not important to go there any more, to climb it again and again,” he said. “What was interesting was to see whether it was possible to climb it without oxygen. Because, as I came to realize, if you could, expeditions would be far less expensive. Doing Everest solo, or in a two-man or three-man team would cost peanuts.

“Before you needed a lot of money, a lot of time and faced huge logistical problems, with dozens of porters, moving tons of material. The good weather time is very short, and the more material you have, the more people on the expedition, the chances of reaching the summit get less and less”.

The medical establishment, however, was unanimous in arguing that spending extended periods at high altitude without oxygen would lead to permanent brain damage. “I could not be sure, but I did not believe that this was true,” Messner said. “I knew that a British climber, Colonel Norton, had gone up to nearly 29,000 feet in 1924. He approached the summit of Everest, though he didn't reach it, without suffering any ill effects—and lived to be an old man. And I personally had done three 8,000-meter peaks without oxygen. I did not feel perfect, but I knew that I could go higher.”

Although triumphantly proving conventional medical wisdom incorrect, Messner has nonetheless had some extraordinary experiences along the way: “On Nanga Parbat in 1970, I had a clear out-of-body experience. I had the feeling that I could see my own body rolling down the mountain. I was flying above myself—maybe six or seven meters above—and I could observe every move I was making.

And it was a very painful moment when I came into my own body again”. “Yet I think these hallucinations are logical things,” he said. “If you go for days and days at high altitude, exposed to the limits of your endurance, you begin to seek out other human beings. The main difficulty is not the lack of oxygen, not the climbing, the cold, the storms—but to be so far away from other human beings. And, in reality, human beings should not be up there, and we know it when we are up there. So we create others, or even see ourselves, so that for an hour or two we are not entirely alone. And these visions help us to survive.”

The chances of being alone in some places in the Alps, Himalayas and other ranges where once Messner wandered alone or in the company of one or two fellow climbers have, alas, seriously diminished. Peaks that could be climbed 50 years ago by fewer than 20 mountaineers, he said, are now accessible to several thousand. The result has been the despoilation of once virgin wilds—on the slopes of Everest alone there are thousands of tons of discarded oxygen bottles and other refuse.

In response, Messner has set up an international organization. Mountain Wilderness, aimed at preserving remote landscapes and encouraging climbers to leave the places they visit as they found them. He hopes too to set an example by his own practices.

Messner now combines his life as adventurer with that of a farmer (he is particularly proud of a new breed of cattle he is developing, by crossing yaks and Scottish Highland cattle, able to live outside all year round, which could make very high alpine farms economically viable). He has also bought and restored, in the village of Sulden, an old building where local mountain guides used to wait to take well-heeled amateur climbers on excursions in the surrounding peaks, and turned it into a singular and amusing museum, illustrated by more than 100 pieces from his own collection.

The museum’s central theme is “the gulf between thought and deed to be found in even the best mountaineers.”

Now considering himself “a walker rather than a climber,” Messner said: “I’m not an ambitious climber any more—and anyway. I’m too old to compete. But I am not running out of possible adventures, only running out of time.”

He does not pretend to be without apprehensions about his 1,250-mile (2,000-kilometer) polar trek.

“I often feel afraid before I go,” he said. “But once I am out there I feel quite well, and I go step by step to see if I can reach the goal. I’m still quite strong, and still feel the necessity to do it. But I don’t suppose I will ever know, deep down inside myself, why I do it.”

### **Wile-reading**

1. After reading the article, choose the best answer for each item.
  - 1) In the author’s opinion, Messner’s most amazing achievement is
  - a) climbing Mt. Everest without oxygen;
  - b) creating an ecologically conscious organization for mountain climbers;
  - c) surviving to age 50 despite all the risks he has taken.

- 2) At age 26, after Messner recovered from a climbing disaster,  
 a) he tried to study to be an architect;  
 b) he immediately returned to mountain climbing;  
 c) he became a farmer.
- 3) At the time Messner climbed Mt. Everest, doctors thought that  
 a. the thin air would kill climbers;  
 b. the lack of oxygen would cause brain damage;  
 c. the weak air pressure at the top would make climbers sick.
- 4) Messner says he no longer competes at mountain climbing because  
 a. he lost six toes while mountain climbing;  
 b. he is too old;  
 c. he now dislikes the sport.
- 5) To Messner, the hardest thing about mountain climbing is  
 a. the weather at high altitudes;  
 b. the danger;  
 c. the absence of other human beings.

2. Find each word in the paragraph. Use context clues to determine the meaning of the word. Choose the best definition.

combed (2)	a. researched	b. searched
literally (2)	a. exactly; actually	b. according to literary sources
reckons (5)	a. destroys	b. thinks
prospect (6)	a. view	b. hope or chance
unanimous (9)	a. all agreeing	b. all disagreeing
hallucinations (11)	a. unreal pictures in the mind	b. memories
singular (14)	a. unusual	b. unmarried
despoliation (12)	a. restoration	b. ruin

Find the word or phrase that doesn't belong in each category.

*dangers of mountain climbing*

avalanches frost bite hallucinations air support

*aids to mountain climbers*

high altitude porters food depots external assistance

*ways of climbing mountains*

alpine style polar style three-man team

*crossing of remote wilderness areas*

sightseeing expedition excursion solo

*parts of a mountain*

slope valley peak summit trek

3. Study the meanings of these idioms, phrasal verbs, and expressions. A form of each one appears in the indicated paragraph of the article.

*Idioms*

**come on the scene** (6) arrive

**cost peanuts** (7) be very inexpensive

**seek out** (11) look for

**aim at** (13) have as one's goal or purpose

*Expressions*

**lose contact with** (1) be unable to communicate with

**bring back to life** (3) make a dead person live again

**medical establishment** (9) the prominent doctors and medical groups that determine accepted medical practices

**out-of-body experience** (10) a feeling of seeing oneself from outside one's body, often produced by a life-threatening situation

**well-heeled** (14) rich

Complete these sentences with idioms, phrasal verbs, and expressions from the list. Use the correct form of each verb.

Messner thinks his \_\_\_\_\_ resulted from being so far away from other human beings.

After Messner \_\_\_\_\_ his brother, he searched frantically for him.

At the time that Messner climbed Mt. Everest, the \_\_\_\_\_ believed that doing it safely without oxygen was impossible.

Before Messner \_\_\_\_\_, no one imagined that one person could scale all fourteen of the world's highest peaks.

4. Reread the indicated paragraphs. Choose the answer that best completes each sentence.

Paragraphs 1 through 4 do all but

- describe a tragic incident in Messner's life
- tell why Messner continued climbing after his brother's death
- explain the history of Messner's museum

Messner's remarkable achievements include all but (6-8).

- conquering high peaks without oxygen
- being the first to scale Mt. Everest
- showing that spectacular climbs could be done cheaply

In paragraphs 10 and 11 Messner explains in his own words all but

- his idea about the role of hallucinations in survival
- what his out-of-body experience was like
- his fears about crossing the Arctic

Currently Messner does all but (14).

- compete in climbing the world's tallest peaks
- run a mountaineering museum

- develop a new breed of cattle
- Paragraphs 16 and 17 show that Messner feels all but
- apprehensive about his trip across the Arctic
  - optimistic about his future as an adventurer
  - depressed about his past injuries

### **After reading**

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

1. Reinhold Messner says, "I don't suppose I will ever know ... why I do it." In your opinion, why does he live the life of an adventurer and take the risks that he does?
2. A famous song by Richard Rodgers and Oscar Hammerstein II contains the words "Climb every mountain ... till you find your dream." Reinhold Messner has actually done this. What "mountains" do *you* have to climb in your own life to find your dream? What can you learn from Messner's example?
3. What other kinds of exploration of our world do you know about? Which ones are most appealing to you? Why?
4. Which of the great explorers of the past and present do you most admire? Why?

### **Link**

Using [www.zunal.com](http://www.zunal.com) design your own trip to some exotic place you would like to see. Follow the instructions. Share it with your group mates.

## **2.3 Environmental Problems**

### **Pre-reading:**

- 1) Make up the list of ecological problems facing the world nowadays.
- 2) Try to remember the most generally known ecocatastrophe happened recently in our country or abroad, tell the class about it.
- 3) Have you ever mentioned some tendencies in climate change in your region? What are they?

### **The climate change deniers have won**

**By Nick Cohen, 22 March 2014, The Guardian**

The American Association for the Advancement of Science came as close as such a respectable institution can to screaming an alarm last week. "As scientists, it is not our role to tell people what they should do," it said as it began one of those sentences that you know will build to a "but". "*But* human-caused climate risks abrupt, unpredictable and potentially irreversible changes."



In other words, the most distinguished scientists from the country with the world's pre-eminent educational institutions were trying to shake humanity out of its complacency. Why weren't their warnings leading the news?

In one sense, the association's appeal was not new. The Royal Society, the Royal Institution, Nasa, the US National Academy of Sciences, the US Geological Survey, the IPCC and the national science bodies of 30 or so other countries have said that man-made climate change is on the march. A survey of 2,000 peer-reviewed papers on global warming published in the last 20 years found that 97% said that humans were causing it.

When the glib talk about the "scientific debate on global warming", they either don't know or will not accept that there is no scientific debate. The suggestion first made by Eugene F Stoermer that the planet has moved from the Holocene, which began at the end of the last ice age, to the manmade Anthropocene, in which we now live, is everywhere gaining support. Man-made global warming and the man-made mass extinction of species define this hot, bloody and (let us hope) brief epoch in the world's history.

If global warming is not new, it is urgent: a subject that should never be far from our thoughts. Yet within 24 hours of the American association's warning the British government's budget confirmed that it no longer wanted to fight it.

David Cameron, who once promised that if you voted blue you would go green, now appoints Owen Paterson, a man who is not just ignorant of environmental science but proud of his ignorance, as his environment secretary. George Osborne, who once promised that his Treasury would be "at the heart of this historic fight against climate change", now gives billions in tax concessions to the oil and gas industry, cuts the funds for onshore wind farms and strips the Green Investment Bank of the ability to borrow and lend.

All of which is a long way of saying that the global warming deniers have won. And please, can I have no emails from bed-wetting kidults blubbing that you can't call us "global warming deniers" because "denier" makes us sound like "Holocaust deniers", and that means you are comparing us to Nazis? The evidence for man-made global warming is as final as the evidence of Auschwitz. No other word will do.

Tempting though it is to blame cowardly politicians, the abuse comes too easily. The question remains: what turned them into cowards? Rightwing billionaires in the United States and the oil companies have spent fortunes on blocking action on climate change. A part of the answer may therefore be that conservative politicians in London, Washington and Canberra are doing their richest supporters' bidding. There's truth in the bribery hypothesis. In my own little world of journalism, I have seen rightwing hacks realise the financial potential of denial and turn from reasonable men and women into beetle-browed conspiracy theorists.

But the right is also going along with an eruption of know-nothing populism. Just as there are leftish greens, who will never accept that GM foods are safe, so an ever-growing element on the right becomes more militant as the temperature rises.

Clive Hamilton, the Australian author of *Requiem for a Species*, made the essential point a few years ago that climate change denial was no longer just a corporate lobbying campaign. The opponents of science would say what they said unbribed. The movement was in the grip of "cognitive dissonance", a condition first defined by Leon Festinger and his colleagues in the 1950s . They examined a cult that had attached itself to a Chicago housewife called Dorothy Martin. She convinced her followers to resign from their jobs and sell their possessions because a great flood was to engulf the earth on 21 December 1954. They would be the only survivors. Aliens in a flying saucer would swoop down and save the chosen few.

When 21 December came and went, and the Earth carried on as before, the group did not despair. Martin announced that the aliens had sent her a message saying that they had decided at the last minute not to flood the planet after all. Her followers believed her. They had given up so much for their faith that they would believe anything rather than admit their sacrifices had been pointless.

Climate change deniers are as committed. Their denial fits perfectly with their support for free market economics, opposition to state intervention and hatred of all those latte-slurping, quinoa-munching liberals, with their arrogant manners and dainty hybrid cars, who presume to tell honest men and women how to live. If they admitted they were wrong on climate change, they might have to admit that they were wrong on everything else and their whole political identity would unravel.

The politicians know too well that beyond the corporations and the cultish fanatics in their grass roots lies the great mass of people, whose influence matters most. They accept at some level that manmade climate change is happening but don't want to think about it.

I am no better than them. I could write about the environment every week. No editor would stop me. But the task feels as hopeless as arguing against growing old. Whatever you do or say, it is going to happen. How can you persuade countries to accept huge reductions in their living standards to limit (not stop) the rise in temperatures? How can you persuade the human race to put the future ahead of the present?

The American historians of science Naomi Oreskes and Eiril M Conway quoted a researcher, who was asked in the 1970s what his country's leaders said when he warned them that CO<sub>2</sub> levels would double in 50 years. "They tell me to come back in 49 years," he replied.

Most of the rest of us think like the Washington politicians of the Carter era. And most of us have no right to sneer at Dorothy Martin and her cult either. We cannot admit it, but like them, we need a miracle to save us from the floods.

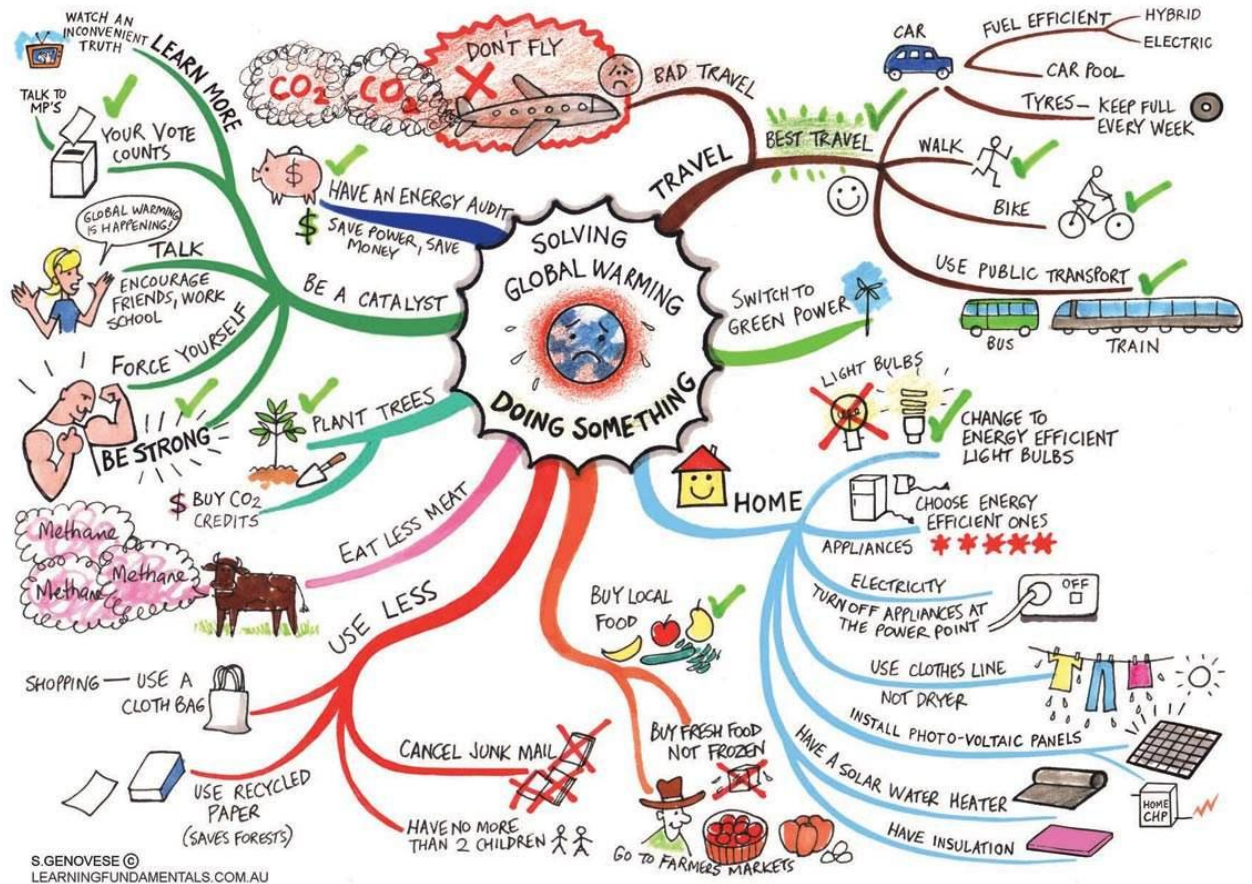
**While-reading:**

translate the following words and phrases into Russian and use them all in the sentences of your own.

- **potentially irreversible changes;**
- **to shake humanity out of its complacency;**
- **the manmade Anthropocene;**
- **onshore wind farm;**
- **tax concessions;**
- **bed-wetting kidults;**
- **to engulf the earth;**
- **cultish fanatics;**
- **to unravel someone's political identity.**

**After-reading:**

1) comment on the following series, explain the class what is easy personally for you to do and what is not



2) read the sentences and fill in the blanks using the words given below

*shortages      population      process      pollution      import*  
*tremendous      impact*

1. There has been a (n)..... achievement in stopping the over-population in China.
2. The government is in the ....of finding new energy resources.
3. The environmental.. of increased pollution threatens our planet.
4. Most of the world's .is suffering from poverty.
5. Drought causes water . during summer.
6. To reduce air....., we should encourage public transportation more.
7. The government eventually banned theof electricity when they started to use other resources.

3) *Work with a partner and write your own predictions which are likely to happen in 50 years' time due to the progress in science (energy resources, transport, gadgets, etc.). Then report what your partner has predicted as in the example (revise Reported Speech usage).*

*Example:*

**A:** I believe people will commute from the Earth to other planets every day by pushing a button.

**B:** My partner said that she/he believed people would commute from the Earth to other planets every day by pushing a button.

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### **Pre-reading:**

- 1) Are there any possible reasons for killing animals, fish, birds?
- 2) What is the solution to the problem of numerous homeless dogs and cats in our cities and towns?
- 3) What is your opinion about keeping wild animals in the zoo? Put your ideas in the form of public appeal; suggest your ideas and slogan as if you are going to encourage the audience.

### **Shark cull policy in Western Australia faces fresh challenge from Greens**

**By Oliver Milman, 24 March 2014, The Guardian Australia**

The Greens have launched the latest attempt to stop the trapping and killing of sharks in Western Australia, putting forward a private member's bill that would halt the cull program.

The Senate bill would alter the Environment Protection and Biodiversity Conservation (EPBC) Act so the government could not offer an exemption for the purposes of using drumlines to catch sharks.

Greg Hunt, the federal environment minister, allowed the WA government to kill sharks, including the protected great white, as part of its attempt to prevent attacks on swimmers and surfers.

Hunt exempted the action from assessment under provisions which allow the federal government to wave through activities that deal with matters of national security or emergencies.

The Greens said section 158 of the act should change so this could not happen in the future. The amendment would also be retrospective, meaning the WA drumlines would be removed while an environmental assessment is made.

Rachel Siewert, the Greens' marine spokeswoman, told Guardian Australia Hunt's exemption was "extraordinary" and should never have been made.

"This provision was meant for emergency situations, meaning a program with a significant impact on the marine environment wasn't assessed," she said.

"This shark cull was a cynical PR exercise that completely misread the sentiment of people in WA. There is overwhelming support in WA to end the cull because people see the nonsense of it."

Siewert said it was a "no-brainer" for Labor to support the bill to put pressure on the government, given its criticism of Hunt for granting WA an environmental exemption.

But Louise Pratt, Labor's senator for WA, told Guardian Australia the Greens bill was a "stunt".

"We haven't seen the legislation yet, so we can't say one way or the other whether we'll support it," she said. "I would point out that it is bound to fail in any case because clearly there aren't the numbers in the House of Representatives.

"Mark Butler, the shadow minister, has said he would've done things differently to Greg Hunt, who abused the EPBC act. So the only way we can protect sharks in the long term is to have a government with good environmental values. The Greens have limited value in providing this."

The WA shark cull began in January, following seven shark attack deaths in the previous three years. More than 70 baited hooks, attached to drumlines, have been strung up 1km from popular Perth and south-west WA beaches.

If caught, great white, tiger and bull sharks more than three metres in length will be shot by contractors in patrol boats, while other sharks will be set free if still alive.

A court challenge to the cull, brought by Sea Shepherd, was recently thrown out, and the state's Environmental Protection Authority declined to assess the program despite 23,000 submissions urging it to do so.

The WA government has said the cull is necessary to protect beachgoers but critics have said it is cruel and counter-productive because it draws sharks closer to the beach to eat the bait.

**While-reading:**

1. Answer the questions:

- 1) What was the reason of the federal environment minister of WA government who permitted to kill sharks?
- 2) How did it happen that Greg Hunt made the allowance possible?
- 3) Who present their opposing ideas in the article? What reasons do they give?
- 4) What is supposed to be done with sharks caught on baited hook?
- 5) How do you understand the word "cull" mentioned in the article many times?

**After-reading:** 1) Expand the information about sharks:

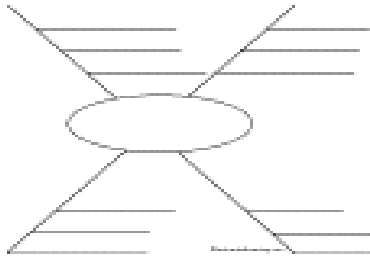
Sharks are amazing fish that have been around since long before the dinosaurs existed. They live in waters all over the world, in every ocean, and even in some rivers and lakes. Unlike bony fish, sharks have no bones; their skeleton is made of cartilage, which is a tough, fibrous substance, not nearly as hard as bone. Sharks also have no swim bladder (unlike bony fish).

**MAJOR DIFFERENCES BETWEEN SHARKS AND BONY FISH**

<b>ATTRIBUTE</b>	<b>SHARKS</b> 	<b>BONY FISH</b> 
<b>Skeleton</b>	Cartilage only	Bones and cartilage
<b>Swimming</b>	Can only swim forward.	Can swim forwards and backwards
<b>Buoyancy</b> (floating)	Large oily liver	Gas-filled swim bladder
<b>Gills</b>	Gill slits but no gill cover	Covered gill slits
<b>Reproduction</b>	Eggs fertilized in female's body.	Eggs usually fertilized in the water.
<b>Skin</b>	Rough, sandpaper-like placoid scales	Slippery, overlapping scales

2). Make up a dialogue discussing with your partner the subject of the article. Present different opinions (for and against the allowance), give arguments.

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**Pre-reading:** make a spider diagram called “Earth Treasures”, including into it all the resources our planet gives to the mankind. Specify about are they renewable or non-renewable. Comment on your work.

### **Solar farms 'will not spread unrestricted across British countryside' By Damian Carrington, 4 April 2014, The Guardian**

Solar farms must not spread unrestricted across the British countryside and become as controversial as onshore wind turbines, a minister warned on Friday.

Instead, solar panels will be rolled out on millions of homes, businesses, schools and government buildings, said energy and climate change minister Greg Barker.

Barker, one the greenest Conservative ministers, launched the government's first solar power strategy at the end of a week in which senior Tory sources revealed their plans to heavily curb or even dismantle windfarms after the next election.

The number of large solar farms, often housing more than 100,000 panels, has doubled in the first three months of 2014 but some have attracted local protests.

At the opening of a new Sunsolar panel factory in Birmingham, Barker told the Guardian: "I do not want solar farms to become the new onshore wind. Solar power enjoys huge popularity, so we have to be careful. I do not want to see unrestricted growth of solar farms in the British countryside."

Barker has previously called large farms "monsters" and, due the subsidies they receive, "gold-diggers".

But he said there was a great opportunity elsewhere for solar power, which has fallen in price by two-thirds in the last four years. Barker said he expected the 500,000 homes with solar panels to double by the end of 2015.

He also announced streamlined planning rules to make it simpler to put panels on large industrial and commercial roofs. Putting panels on just one in six roofs would generate electricity equivalent to two nuclear power stations. On Thursday, carmaker Jaguar announced the completion of the UK's largest rooftop solar array, with 21,000 panels on the roof of their engine factory in Staffordshire providing a capacity of 5.8MW.

Barker also announced a programme to put up to 4m solar panels (1GW), on the roofs of government-owned buildings across the UK before the end of the next parliament in 2020. A new unit in the Cabinet Office, under Francis Maude, is working on this programme, which will be funded by the private sector.

Another new programme aims to put solar panels on the roofs of all of England's 22,000 schools, which currently spend £500m on energy every year.

Barker said he wanted to see 20GW of solar power in the UK by 2020, although the current government forecast is for 12GW. "My 20GW is predicated on the ability of the industry to drive costs down to give grid parity [the same price as electricity generated from conventional sources] by 2020. That is eminently possible," he said. "But we will not get there with high subsidies."

Solar power capacity has doubled in the UK in the last two years to about 4GW, although it remains far behind Germany's 35GW.

"It's encouraging to see the prime minister's Conservative colleagues promoting a positive solar vision for the UK and as a solution to climate change, particularly when it comes just days after Cameron took a swipe at onshore windfarms," said Friends of the Earth executive director, Andy Atkins.

Paul Barwell, chief executive of the Solar Trade Association, welcomed the strategy: "With the Royal Society, the UN Intergovernmental Panel on Climate Change and even Shell anticipating solar could be the world's biggest energy source, the UK needs to make the most of its R&D, product design and manufacturing skills to steal a march in the global clean energy race."

Ray Noble, co-chair of the solar strategy board that advises ministers, said solar power could play an important role in the UK's energy security as old power stations are closed in the next few years. "If we have built the solar equivalent of a big power station in the two-three years by 2015, and can do so again, politicians are going to have to pay attention."

Other industry figures tried to play down the negative impact of large solar farms on the popularity of the technology with the public. Reza Shaybani, chairman of the British Photovoltaic Association, said: "There are a very, very few projects sited in the wrong place, that spoil it for the rest."

Farm buildings and land host about half of the UK's solar panels at the moment, and National Farmers Union renewable energy adviser, Jonathan Scurlock, said: "There is a substantial difference between wind turbines, which are very visible – and like Marmite, you love them or hate them – and solar farms which are very subtle when well-sited."

**While-reading:**

- 1) *Have you ever seen a windfarm or solarfarm in your region? somewhere else in Russia?*
- 2) *What negative sides of such constructions in Great Britain are mentioned in the text?*
- 3) *What is the leading European country which uses solar power ten times more than the UK?*
- 4) *Name the countries/regions where it is especially easy to use solar energy, wind energy.*



## **After-reading:**

### *Renewable energy resources*

- **solar energy**
- **geothermal or natural steam energy**
- **wind energy**
- **hydro or water energy from rivers, tides, or ocean waves**
- **biomass, including wood, plant fibers, dried animal dung (waste)**

### *Non-renewable energy resources:*

- **coal or peat**
- **natural gas**
- **petroleum or liquid gas**
- **nuclear fission (uranium)**

*Name three benefits and limitations of each position from the list above.*

## **2.4 Sport**

### **Pre-reading:**

*1) What emotions did you get during The Olympic Games 2014 in Sochi? Did you follow them?*

*2) Was it a good or bad idea for Russia to host the Games? Why?*

*3) Name as many kinds of winter sports as it is possible. Try to name basic rules and equipment.*

## **Sochi closing ceremony: Games end with flourish as protest fears melt away**

**By Owen Gibson, 24 February 2014, The Guardian**

His ice hockey team failed to follow the script. But just about everything else went to plan for a watching Vladimir Putin as Russia celebrated a rush of medals in Sochi with a triumphant closing ceremony on the shores of the Black Sea.

After spending \$51bn (£31bn) to build a mountain ski resort and a cluster of shimmering sports venues from scratch – not to mention the roads and railways to link them – failure was not an option for the omnipresent Russian president.

At the opening ceremony a fortnight ago, all the talk was of security fears, culls of stray dogs, last-minute glitches and a giant hydraulic snowflake that failed to open.

But by the closing ceremony – which featured ballet from the Bolshoi, music by Rachmaninov and tributes to Tolstoy and Kandinsky plus the usual protocol – the atmosphere was one of pure celebration swathed in the colours of the Russian flag. International Olympic Committee president, Thomas Bach, declared the most expensive Games in history "a real special experience". He also personally thanked Putin for his contribution to the "extraordinary success of these Winter Games".

The organisers could even afford to laugh at themselves. The early part of the ceremony featured a knowing nod to the failed snowflake, with a shimmering shoal of dancers making up four of the five rings, before belatedly forming the fifth.

The opening ceremony had been a pleasingly offbeat romp through Russian art and culture. With its marching bands and 1,000-strong children's choir singing the national anthem, this was more of a traditional show of strength.

For the Russians who wildly cheered a clean sweep of the podium in the 50km cross country skiing and a second gold in the bobsleigh for Alexander Zubkov on the final day of competition, a surge of sporting success helped it go with a swing.

The Russian ice hockey team had limped out of the competition to Finland at the quarter-final stage, leaving Canada to triumph over Sweden in Sunday's final.

But Russia, who finished an abject 11th in the medal table in Vancouver four years ago, have poured tens of billions of roubles into ensuring they weren't humiliated at their own party.

As in London, a raft of medals for hometown favourites, a tribe of 25,000 helpful volunteers and a well-judged but extensive security operation buoyed the mood.

"The success of the home team is always an important part of the success of the Games overall. This we saw just two years ago with Team GB in London," said Bach.

The Russian deputy prime minister had earlier said the huge price tag had been worth it and claimed that the Games had helped rebrand his country in the eyes of the world.

"The friendly faces, the warm Sochi sun and the glare of the Olympic gold have broken the ice of scepticism towards the new Russia," insisted Dmitry Kozak. "The Games have turned our country, its culture and the people into something that is a lot closer and more appealing and understandable for the rest of the world."

When the Russian team paraded into the stadium to huge cheers and chants of "Russ-ee-aa", even Putin allowed himself a thin smile.

They also had a little help from overseas. The Korean-born speed skater Viktor Ahn, who switched nationality in 2011, won three golds and US-born snowboarder Vic Wild, who acquired Russian citizenship through marriage in 2012, won two.

Not that anyone in the packed Fisht Stadium seemed to care, after the hosts finished the Games with a total of 33 medals, 13 of them gold.

The gold medallist Lizzy Yarnold led a 56-strong team of British athletes that also met expectations, equalling their best ever medal haul of four in 1924.

Billy Morgan, a snowboarder and former acrobat who is one of a clutch of "fridge kids" who have captured the imagination at these Games, flipped his way into the arena in his Team GB tracksuit.

The build-up had been beset by a cocktail of security fears, human rights concerns and unease about the huge cost. They did not go away entirely. Images of Pussy Riot being whipped by Cossack guards while performing a song called Putin Will Teach You How to Love the Motherland in front of the Olympic logo will linger. On the penultimate day, a coalition of 33 human rights groups wrote to the IOC calling on it to demand higher standards of its host cities. But the predicted podium protests failed to materialise and Bach insisted on the closing day that athletes had not been leaned on.

**While-reading:** *Use the following words and phrases from the text in the sentences of your own:*

- **sports venues;**
- **a surge of sporting success;**
- **to go with a swing;**
- **medal haul;**
- **penultimate day;**
- **the Olympic logo.**

- **After-reading:** 1) *find the Winter Olympic words and word combinations in the grid below (there are more than 20 of them)*

R	A	B	R	O	N	Z	E	C	U	R	L	I	N	G	U
F	A	T	R	S	I	L	V	E	R	K	A	S	I	N	G
V	R	I	H	C	R	O	S	S	C	O	U	N	T	R	Y
F	G	E	M	L	P	O	C	A	Y	Q	N	O	M	H	F
H	I	J	E	H	E	O	R	E	O	L	O	K	C	R	S
T	F	G	M	S	R	T	K	H	L	O	R	D	S	S	N
S	K	Y	U	E	T	C	E	K	Y	N	D	A	K	E	O
W	P	C	K	R	O	Y	T	F	M	G	I	L	E	V	W
C	W	E	O	H	E	Z	L	Q	P	T	C	P	L	E	B
P	K	H	E	U	N	S	X	E	I	R	C	I	E	N	O
T	S	C	T	D	N	L	K	R	C	A	O	N	T	T	A
B	I	M	J	R	S	T	U	A	S	C	M	E	O	S	R
F	O	U	E	U	A	K	R	G	T	K	B	E	N	Z	D
B	X	B	L	D	M	I	A	I	E	I	I	Y	C	T	I
M	M	N	S	P	A	P	N	T	E	H	N	I	J	C	N
G	O	L	D	L	O	L	I	I	I	S	E	G	U	O	G
S	D	O	J	C	E	X	S	N	N	N	D	D	V	N	U
S	K	I	I	N	G	D	N	W	G	G	G	U	A	W	E

2) *Comment on the following quotations about sport:*

The umpire... is like the geyser in the bathroom; we cannot do without it, yet we notice it only when it is out of order. ~**Neville Cardus**

Winning is overrated. The only time it is really important is in surgery and war. ~**Al McGuire**

In play there are two pleasures for your choosing -  
The one is winning, and the other losing.  
~**Lord Byron**

The ball is man's most disastrous invention, not excluding the wheel.  
~**Robert Morley, 1965**

Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules, and sadistic pleasure in witnessing violence: in other words it is war minus the shooting. ~**George Orwell**

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- Pre-reading:** 1) *Read the title of the article below, try to predict the contents.*  
2) *What kind of sport is in the focus of the author?*  
3) *What are the most popular sports in Great Britain? Do you know any famous British sportsmen involved in them?*

## **County Championship: Who'll be cream of the crop?**

### **First Division: Lancashire and Yorkshire are two of three strong contenders for glory as the championship starts**

**By Robin Scott-Elliot, 4 April 2014, The Independent**

Deciphering the domestic fixture list has long required the expertise of a Bletchley Park veteran, but for the opening weeks of this season it is straightforward and all the better for it. With most of England's Test players pulling on county sweaters for five straight weeks of bread-and-butter Championship cricket – stirred in with a host of post-winter sub-plots – it promises much just so long as the early-season weather plays ball.

The England and Wales Cricket Board has tried to tidy up the schedule. Championship games start on Sundays by and large and the extended Twenty competition, the NatWest Blast, will be focused on Friday nights.

It does leave one striking feature – there will be no domestic cricket on Saturdays until 17 May and little more than a sprinkling until August. There are nine blank domestic Saturdays across the season and five more when there is only a solitary fixture. Saturday is the traditional day for watching sport in this country. It is a baffling decision.

A wide-open Championship begins tomorrow with Middlesex's trip to the south coast to take on Sussex the pick of the first round: Steven Finn pitched against Matt Prior if fit (his Achilles is likely to require nursing through the season) and Sam Robson having to bat with an "England prospect" sign hanging around his neck. Up at Trent Bridge, Mike Newell and Peter Moores will send their sides out to begin potential title bids while waiting on the white smoke from the Lords' chimney over the choice of the new England coach.

Moores believes he has never had a stronger squad than Lancashire's this season. Jos Buttler, recruited from Somerset to keep wicket and make runs – which will help his personal bid to succeed Prior for England – will sit out the opening game, resting after his World T20 exertions. But James Anderson does play, although he will be denied an early-summer reunion with Peter Siddle as visa issues have delayed the Australian's debut for Nottinghamshire.

Three of the sides in action on day one will fancy their chances of mounting a Championship challenge, although if Notts are to feature, a good start on the juicy early-season wickets is all important given their limited spin options. Six of the 16 Championship games will be played by the middle of next month, which gives sides

with strong seam attacks – Middlesex, Lancashire, Nottinghamshire and Warwickshire – the chance to take a firm early hold.

With Simon Kerrigan and Stephen Parry, Lancashire have variety in their attack too. Their issue is more likely to be scoring runs. Warwickshire, despite the loss of captain Jim Troughton for the early season after a back operation, have the best balanced look of any side. Varun Chopra is a consistent run-scorer and with Jonathan Trott quite possibly around for much of the season and Ian Bell for the opening salvos there is plenty of quality.

Chris Woakes brings runs and wickets while Keith Barker, Chris Wright and Boyd Rankin, a force at this level for all his struggles in Australia, make for one of the better seam attacks, and Jeetan Patel is an understated but quality overseas player.

Yorkshire, under the increasingly impressive stewardship of Jason Gillespie, also have a well-constructed side. Their hopes would be boosted should Jonny Bairstow not make the England side, ditto Gary Ballance, while Alex Lees appears an England opener in the making. This is also a pivotal season for Adil Rashid, now 26.

There is less cause for optimism at Durham. They were worthy if surprise title-winners last year but it is hard to see a repeat, with a relegation struggle more likely, especially if England finally give Graham Onions the call he deserves. Northamptonshire were dealt a blow by the injury to Jackson Bird that denies them their overseas player and may find their return to the top flight a brief one.

### **Three to watch: Rising stars for the new season**

#### **Tymal Mills, Essex**

The left-armer has been making batsmen, including England's, leap around in the nets for a few years but his record on the pitch is patchy. If he can get it right he has a Test career ahead of him.

#### **Aaron Finch, Yorkshire**

The days when the world's best players were to be found across the county game are long gone, but the Australian should help fill Headingley. There are few more destructive hitters.

#### **David Willey, Northants**

The all-rounder gets up people's noses and has ample talent to go with the bluster. He bowls his left-armers quickly and hits the ball hard; once he's fit he will be fun to watch.

### **While-reading:**

*1) Make up the list of words from the article above which belong to the game of cricket.*

*2) Find out the rules of the game or just try to explain the aims, strategies, the number of players in a team and their roles.*

*3) Use the phrases from the article in the sentences of your own:*

- **domestic fixture list;**
- **baffling decision;**

- to begin potential title bids;
- pivotal season;
- a relegation struggle;
- destructive hitter;
- to have ample talent.

**After-reading:** *Fill in the graphic organizer given below with the words connected with sports equipment and participants of sports games (cricket, curling, football, rugby, soccer, etc.).*

**ABC Brainstorming**

<b>A</b>	<b>G</b>	<b>M</b>	<b>S</b>
<b>B</b>	<b>H</b>	<b>N</b>	<b>T</b>
<b>c</b>	<b>I</b>	<b>o</b>	<b>U</b>
<b>D</b>	<b>J</b>	<b>P</b>	<b>V</b>
<b>E</b>	<b>K</b>	<b>Q</b>	<b>W</b>
<b>F</b>	<b>L</b>	<b>R</b>	<b>X</b>
			<b>YZ</b>

## Unit 3

### 3.1 Great Britain

#### Pre-reading:

- 1) Make a list of 10 associations coming to your mind when you here "Great Britain". Discuss the ideas with your partner.
- 2) Revise the history of the country. Do the exercises in writing.

#### Write the names from the box in the right places:

Alfred the Great   Julius Caesar   King Cnut   King Edward   Harold  
Hardrada   William the Conqueror

- a) He had no children. He died in 1066.
- b) He was King of Norway. In 1066 his army invaded England.
- c) He was a Norman. He became King of England.
- d) He was a great Roman leader.
- e) He defeated the Vikings and sent them away from Britain.
- f) He was a Viking king of England.

#### Answer these questions:

- a) How many countries are there in the United Kingdom? What are they?
- b) Was Britain ever part of the Roman Empire?
- c) Whose love life brought a new religion to Britain?
- d) Who was Boudica?
- e) Why was Elizabeth I important for England?
- f) When did Britain lose its empire?

3) Read the quotations about tea, comment on them and British passion to tea:

The spirit of the tea beverage is one of peace, comfort and refinement.

~Arthur Gray

The cup of tea on arrival at a country house is a thing which, as a rule, I particularly enjoy. I like the crackling logs, the shaded lights, the scent of buttered toast, the general atmosphere of leisured coziness. ~P.G. Wodehouse

So I says "My dear if you could give me a cup of tea to clear my muddle of a head I should better understand your affairs." And we had the tea and the affairs too.... ~Charles Dickens, "Mrs. Lirriper's Legacy"

If you are cold, tea will warm you; if you are too heated, it will cool you; if you are depressed, it will cheer you; if you are excited it will calm you. ~William Ewart Gladstone

Under certain circumstances there are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea. ~Henry James, *The Portrait of a Lady*, 1880



**Earl Grey: tea that's a tonic for body and soul**  
**By Victoria Lambert, 31 March 2014, The Daily Telegraph**

"Tea. Earl Grey. Hot." Captain Jean-Luc Picard, the educated and sophisticated Starfleet Captain, knows a thing or two about perfect inter-galactic refreshment. Not only does the hero of Star Trek: The Next Generation prefer to drink this most delicately flavoured thirst-quencher in any galaxy. But now it emerges – with apologies to Picard's old friends the Vulcans – that this bergamot infusion enables one to "live long [and prosper]".

The tea, served in Buckingham Palace, Downton Abbey, and even Nigella Lawson's home (where it pops up in tea cakes), could also lower cholesterol levels and the risk of heart disease, says new Italian research. Findings from the University of Calabria indicate that nutrients called HMGF (hydroxy methyl glutaryl flavonoids) present in bergamot worked as well on the proteins that cause heart disease and "bad" cholesterol as statins.

Yet there are certain tea-lovers who – excuse me, while I recover from a quick shudder with a restorative sip of the scented nectar – think Earl Grey is "Not All That". In fact, some people make disparaging remarks about this simple black tea, brewed from traditional *Camellia sinensis* leaves laced with oil of bergamot oranges. Criticisms range from, 'That muck?' to the view that Earl Grey is a kind of gateway drug to dreams of a more interesting life. The naysayers claim it is the compound de choix when you are 18 wanting to be 28; or Hyacinth Bouquet, but dream of being the Dowager Countess of Grantham. Or they snigger it is something favoured by the most effete of metrosexual men or, confusingly, lesbian plumbers.

Pish posh, I say. Put the kettle on, and we can all be reasonable over its heavenly aroma – and for me – a dash of skimmed milk (added after pouring) to leaven the tannins. For Earl Grey fans are not pretentious. We are sensitive souls with the tastebuds of poets.

Just don't confuse us with the wilting violets who favour Lady Grey (invented for Norwegians whose delicate noses found the Earl's blend too pungent), which is unforgivably spiced with lemon and orange peel, and even dangerously subverted with – ye gods – lavender.

So, tamper with our brew at your peril – as Twining's found out in 2012 when it decided to tweak the flavour. For my dear Earl Grey – not only are you delicious, you are also efficacious. And I don't need a spoonful of sugar to help this medicine go down.

**While-reading:** *Use the words and phrases from the article in the sentences of your own:*

- |                           |                      |
|---------------------------|----------------------|
| - <b>thirst-quencher;</b> | - <b>a naysayer;</b> |
| - <b>infusion;</b>        | - <b>to snigger;</b> |
| - <b>a quick shudder;</b> | - <b>to leaven;</b>  |
| - <b>scented nectar;</b>  | - <b>pungent.</b>    |
-

**Pre-reading:** 1) *Another passion of the English is gardening, how does it characterize them? What qualities are needed to have a nice garden outside?*

2) *Read the lines below and write out the names of gardening equipment and tools.*

Keeping your garden looking good takes a lot of time and effort! If you have a lawn, you'll need a **lawnmower** (an electric or petrol-powered machine that you push) to keep the grass short. If you have a hedge, you'll also need **shears** (like very large scissors) to trim and shape the hedge. **Secateurs** (which clip small branches) are also useful for cutting plant stems.

Gardeners also use other tools. A **fork** (like a large-size eating fork) is useful for digging up the earth. A **spade** (about the same size as a fork, but with a spoon-shape end, rather than a fork-shape) is good for lifting up quantities of earth. A **rake** (which has a horizontal piece of metal at the end of the pole, with prongs at intervals) is good for scraping up leaves on the ground. A **hoe** is good for scraping lines in the earth, because it's sharp. You can make lines either to plant vegetables, or to remove weeds from the earth. If you are working in a small area, a **trowel** (like a flat spoon) is useful for digging around plants or making small holes.

### **Old wives' tales about gardening: so which are true?**

**By Val Bourne, 29 March 2014, The Daily Telegraph**

I feel privileged to have grown up gardening at my grandmother's knee, and Mother's Day seems an apt moment to remember her. Lucy Elizabeth Hardy, 70 when I was born, was a Victorian Yorkshirewoman full of practical advice about how to use plants medicinally, the legends associated with them and the correct way of doing things. She passed on to me knowledge that she had learnt from her father, rather like plant-based Chinese whispers.

Those Chinese whispers are older than you think, though. Many of our horticultural ideas go back centuries, to the time when gardeners really were illiterate sons of the soil – as many think we still are. Those able to write were also versed in Latin. They recorded general life, reporting on what went on rather than understanding the processes or, God forbid, getting their hands dirty.

Take Pliny the Elder (AD 23-79), for instance, the Roman naturalist and philosopher who compiled *Naturalis Historia*, published just before his death.

Writing at night and serving the empire by day, Pliny subdivided his subjects into animal, vegetable and mineral, recording the arrival of foreign spices and even observing a so-called phoenix being presented to Caligula, all the while knowing it was a fake.

Not long after the work was finished, the ever-inquisitive Pliny set out to investigate a strange umbrella-cloud near Pompeii – rather like an ancient-world John Simpson on the hunt for the latest news. But, for him, it had deadly consequences. He was consumed by the eruption of Mount Vesuvius.

Pliny's contemporary, Columella (AD 4-70), wrote about agriculture in *De Re Rustica*. Both borrowed heavily from Theophrastus (371-287BC), an Ancient Greek philosopher who worked with Aristotle and Plato. Known as the "father of botany",

he wrote *Inquiry into Plants* and *On the Causes of Plants*, creating the first systematic approach to botany.

These Latin and Greek texts were to influence ideas on gardening for centuries. Pliny's *Naturalis Historia*, for instance, was one of the first books to be printed in England, in 1469. A century later, in 1577, the first gardening book was published. It was *The Gardener's Labyrinth* by Thomas Hill, who wrote under the classical pen name of Didymus Mountain. He delved into Pliny and Columella, describing his own book as a "most briefe and pleasaunte treatyse, teachynge how to dresse, sowe, and set a garden".

Later books reproduced Hill's work and the ideas rumbled on. As a result, superstition, misinformation, myth and strange practices crept into gardening – and they are still with us today. Here are 10 popular planting maxims that need a rethink.

**1 Cut off the roots of leeks.** This idea, that leek roots should be trimmed when transplanting seedlings into the garden, is still held as gospel by many. It comes from Columella:

"As for the leek which you wish to form a large head, you must take care that, before you transplant it and reset it, you cut off all the small roots and shear off the tops of fibres; then small pieces of earthenware or shells are buried beneath of each of the seedlings to serve as a sort of vase, so that the heads of a larger growth may be formed."

Joy Larkcom, the goddess of vegetable growing, firmly refuted the idea, quoting, in 2002, Belgian research that had shown this practice reduced yields.

**2 You can't move peonies.** This is from Theophrastus and it refers to the magical properties of a plant named after Paeon, the Greek physician of the gods. If you were seen near this all-powerful plant in daylight, especially if you were trying to dig it up, a woodpecker would peck out your eyes. Pliny faithfully reiterates this in his *Naturalis Historia*, and it's still the stuff of legend. My peonies have been moved at least four times and I still have both eyes, although they don't work as well as they did. It's fine to move them, although October is best, and it's essential to get the tubers just 2in under the soil. Bury them any deeper and they'll refuse to flower.

**3 Agapanthus thrive on neglect.** This is another gardening fallacy that should be exposed. In their native South Africa these beauties get a wet season, although this can vary from winter wet for the evergreens to summer rainfall for the deciduous.

Agapanthus need water – I've seen them on the edges of ditches in their native land and by water courses, on slopes. Feed your agapanthus in the growing season with high-potash tomato food and they will reward you by producing loads of flowers.

**4 Nothing grows under a walnut tree.** This is one old wives' tale grounded in truth. The black walnut, *Juglans nigra*, produces a chemical that destroys or deters plant competition, a process known as allelopathy.

A non-toxic, colourless chemical called hydrojuglone is found in the leaves, stems, fruit hulls, inner bark and roots. When exposed to the air, or to soil compounds, this oxidises into the highly toxic juglone. At best, it will retard growth.

At worst, it will kill sensitive plants. The process is designed to stop competition, thereby benefiting the tree.

Our English walnut, *Juglans regia*, also produces the same chemical, so if you have a walnut tree, pick up the leaves in autumn and compost them well. This will dissipate the toxic effects. Many other trees are also allelopathic. In some, the harmful chemical is contained only in the leaves, as in the wild black cherry, *Prunus serotina*. Or it's in the leaves and bark, as in *Robinia pseudoacacia*.

Some species of eucalyptus, pine and oak also contain allelopathic inhibitors in root, leaf and stem.

**5 Plant potatoes on Good Friday.** This is bonkers, especially when you remember that Easter is a movable feast that can fall between March 22 and April 25. Potatoes are from the High Andes; Jesus and his disciples didn't travel that far and, consequently, potatoes weren't mentioned in the Bible. So when spuds arrived in England in 1585, a time of religious suspicions and insecurities, some said that they were the devil's food. The Irish hedged their bets by planting them on Good Friday, after a liberal sprinkling with Holy Water, and the tradition remains.

However, it is far better to plant these frost-tender plants once spring is definitely here. This will depend on where you live. Mid-April is best for my cold garden.

**6 Parsnips are better after frost.** This is true. Cold temperatures convert the starches into sugar, giving the distinctive nutty flavour. If a frost is reluctant to appear, as in this year, harvest your parsnips and put them in the bottom of the fridge for two weeks.

**7 Plant your shallots on the shortest day and harvest them on the longest.** There is some truth in this, as shallot sets take exactly 26 weeks to mature. But how many of us want to be prancing about planting shallots just before Christmas, when the shortest day falls? Surely we'd rather be having a mince pie indoors?

Plant your shallots in early March and they will be ready by the end of August. Although small in size, they take up more growing space than onions (which take 20 weeks to mature), so leave 9-12in between sets. They also prefer warmth. All onions need fertile soil because their short, stubby roots can't penetrate the ground well.

**8 Put crocks in the bottom of your pots.** For drainage purposes, it is much better to use a good compost and to stand pots on feet. Scientists have proved that water moves into coarser material, such as crocks and gravel, once the soil is saturated. This then often creates a watery sump that will freeze, damaging your pots and plant roots. If you use crocks, lay pots on their side in winter, in a dry position.

**9 Don't water at midday.** This was a cardinal sin when I was a child. However, scientists in Budapest, led by Dr Gábor Horváth at Eötvös Loránd University, found no evidence that water droplets cause sunburn or scorch the foliage. Nevertheless, it's almost certainly best to water in the morning before the heat of the day, because higher temperatures cause evaporation and, therefore, waste water. At midday, you are also more likely to create humid conditions that might encourage mildew.

**10 Oak before ash, we're in for a splash; ash before oak, we're in for a soak.** This is one of the many weather-related adages I learnt as a child. Now in my sixties, I can disregard it because never have I seen an ash tree come into leaf before the oak – and I do take notice. However, in the 18th century, when this saying may have been coined, springs were apparently warmer. The oak is known to be temperature-sensitive, while ash trees are thought to respond to light levels.

So, if we get another run of warmer springs, one day this old wives' tale may be proved right.

**While-reading:** *look through the list of garden rules mentioned in the article; try to prove or disapprove all of them*

**After-reading:**

*Student A. Speak about one garden that you know as long as you can, without looking at the list below. Your partner will just listen and tick off the topics you speak about, then ask you questions when you finish. You can prepare what you are going to say while your partner is reading through the list below.*

*Student B. Make sure you understand all the things below.*

- Architectural features
- Atmosphere/ What feelings it invokes
- Best time to see it
- Changes by season
- Changes recently or since it was planted
- Colours
- Comparisons to other parks/ gardens
- Decorations/ Ornaments
- Features
- Furniture
- Good condition?
- Good things and bad things about it
- History
- How famous it is
- Kinds of people it appeals to/ would appeal to
- Location/ How to get there
- Opinions (yours and other people's)
- Owned by?
- Parts it is/ can be divided into
- Plants and animals
- Rules
- Size/ Dimensions
- Style
- Suitable for/ Interesting for children?
- Surrounding buildings/ Surrounding area
- Uses (possible and actual), and things it isn't suitable for
- Water features
- What kind of garden it is

- Who planted and maintains it
- Who visits it/ uses it, and how many people
- Why you chose this one to speak about

*Listen to your partner without interrupting (unless you don't understand something) and just tick off topics below that they mention. When they finish, ask them about any relevant things that they didn't mention.*

**Pre-reading:** 1) *Could you name all the living members of British Royal family?*

2) *Have you ever heard about Princess Diana? What do you know about her (parentage, activities, family life, popularity)?*

**Pre-reading:** 1) *Try to revise the most popular British holidays with religious and secular backgrounds. Discuss the traditions of celebration with your partner.*

2) *Check up the meaning and pronunciation of the following words and phrases: to fester (v), tit-for-tat, snapping point, ruction (n), staunch (adj), to be deeply entwined, sodding (adj).*

### **Christmas dinner: celebration or warzone? By Amy Fleming, 5 December 2013, The Guardian**

Christmas dinner may bring families together, but it also has a knack of tearing them apart. It often feels more like a monster deadline than a celebratory meal to look forward to – in some cases it will have been a full year in the planning. While the last of the turkey leftovers still fester in the fridge, tit-for-tat negotiations open over who is hosting. An incendiary mix of grudgery, inflated expectations and stove-side passive aggression ensues.

"It's the snapping point," says counsellor Kate Leatham, whose clients start worrying about Christmas as early as September (Ocado sent out their first email about the yuletide deliveries scrum on 9 September this year). Come Boxing Day 2013, Instagram will be aglow with merry photographs of festive feasts, but beneath the tinselly veneer lurk tales of subterfuge over brandy butter (I know two sisters who secretly top up their mother's to avoid actual tears over her never making enough), and fisticuffs over cheese (more on which, later). I even know someone who managed to attend two simultaneous Christmas lunches to appease warring factions of her family. "I kept 'popping out for a walk'," she tells me. "I was very drunk by the end."

Part of the problem is that everyone has their own seasonal rituals, without which Christmas just wouldn't be Christmas. Take bread sauce. That is precisely what one friend of mine does wherever she has Christmas dinner, because, she says, "that's the one thing I need". It's surely the only meal with which guests think they have a right to meddle. Another friend admits to quietly resenting his visiting mother-in-law

bringing bread sauce for her and her daughter. He views this as a "conscious symbol of otherness, a determination not to be assimilated into our Christmas tradition".

Another man I know – let's call him Fred – had his mother cancel spending Christmas with him this year. She wanted to bring meat because he is vegetarian, and his partner is vegan. He said no, so she decided to go to a friend's house instead. "I don't like being told what I can and can't eat," she told him.

Indeed, keeping vegetarian and meat-eating guests happy has all the makings of a Christmas minefield. "Fiona" had her fingers burned when she and her family found themselves the only non-meat eaters in a house packed with 16 relatives. Fiona had prepared a veggie main, but was stunned when she "walked into the kitchen to find my sister-in-law and her mother standing next to a dish of potatoes, opening a tin of goose fat". They told her it would make the roast potatoes cook really well. "When I pointed out that we wouldn't be able to eat them, my sister-in-law stormed out of the kitchen. My mother-in-law said she should have just added the fat secretly."

Christmas dinner has a habit of bringing out the staunch traditionalist in people. Oberon Carter, who lives in Tasmania, caused ructions when Christmassing as a child with his stepfather's family. The household did that fun thing where you hide coins in the pudding. Carter didn't like Christmas pudding, so instead his coins were secreted in his bowl of custard. After all, Christmas is about the kiddies having fun, right? Wrong, according to his enraged stepdad, who believed that only those who partake in the pudding should get coins. "He thought I was cheating the system and he liked to put obligations relating to unwritten family traditions above happiness," says Carter, somewhat heartbreakingly.

Of course many of these beefs run deeper than the food. "Rufus" is facing another Christmas of bitter disappointment as his brother and his wife again serve up goose. It's not just the fact that they don't respect his right to the good old 1970s turkey dinner of his childhood. The goose, he says, represents a larger family gripe. The underlying implication, he says, "is that they are the best cooks and have the best taste".

The aforementioned cheese incident is to do with sibling rivalry, too. A friend and her sister were crammed into their mother's tiny, remote cottage, just the three of them. Their mother always bends over backwards to please her sister on her rare visits, and they all have a vegetarian Christmas lunch just for her. "This particular year," says my friend, "my one request was to have some goat's cheese because I was avoiding cow's milk. My sister wanted my cheese. I thought she had enough other sorts of cheese, but she insisted on having my goat's cheese. I threw said cheese at her head (it hit her) and flounced out."

Our tendency to get so het up about the food at Christmas may partly be that smell and flavour are deeply entwined with memory and emotion. "The first part of the brain that processes smell input," says Professor Tim Jacob of Cardiff University, "is the limbic system, that also controls mood, emotion and memory." Smell is the only sense that not only awakens memories but also their associated emotions. As adults, we cling to the aromas and flavours from our childhood Christmases, because they evoke that thrill we had when we were little. But we're doomed to

disappointment, because times have changed, we're world-weary grownups now and Santa won't fill our stockings.

Leatham agrees that Christmas can bring a sense of loss for adults, "and we're always trying to regain that sense of wonder and excitement". She offers three tips for a more harmonious Christmas dinner. First, lower your expectations: "Let go of the fantasy, then you can be a bit more present and actually enjoy what there is on offer." Second, if you're hosting, get help. Many of her clients feel compelled to pull it off singlehandedly, but "no one expects you to do everything". And finally, do something different, create new traditions. "One mum told me that when her kids were very young," says Leatham, "they were having so much fun playing with the children they didn't get around to putting their turkey on." They just relaxed, picked at buffet food and had the sodding turkey on Boxing Day instead.

**After-reading:** 1) *Make up the list of traditional English dishes mentioned in the article. Expand the list with those which were not included.*

2) *Practice the following dialogues on the topic.*

### **Accepting Food/Drink**

A: Ashley, what a great dinner party!

B: Thank you, Joe. What would you like to drink with your meal? I can offer you wine, mango juice, or water.

A: Just water would be fine.

B: Excellent choice. Can I dish you up some chicken?

A: Yes, the chicken looks wonderful!

B: How about some salad to go with your chicken?

A: Sure, I love salad!

B: Would you like to have rice with your chicken?

A: Yes, I think that rice will go perfectly with my chicken!

B: Good! Julie, if you could pass this plate down to Joe, I think we are all set.

### **At the Dinner Party**

A: Hi Julie, how are you?

B: Things are going good, Tad. How about you?

A: Things have been going well for me.

B: That food smells delicious! Let's wander over to the food table and see what's up.

A: Julie, do you know who that woman talking to Lee is?

B: I think that her name is Mary. I think that she and Lee are moving in together.

A: Isn't he with Malia?

B: Malia dumped him. She ran off with a guy she met on vacation.

A: Lee was probably less than thrilled with that!

B: He was kind of relieved. They had been having some problems.

### **How to Cook a Meal**

A: I was thinking about cooking dinner tonight.



B: What do you want to make?

A: I'm not exactly sure.

B: I wouldn't mind a beef bowl.

A: How do I make that?

B: All it has is rice and teriyaki beef.

A: That sounds easy, but how do I make it?

B: First, you need to make some white rice.

A: Then what do I do?

B: Then you need to shred some beef and marinate it with teriyaki sauce.

A: Is there anything else I need to do?

B: Then you cook it up and eat it.

**Prince George to carry out first public engagement when he accompanies  
Duke and Duchess of Cambridge to New Zealand  
By Gordon Rayner, 02 March 2014, The Daily Telegraph**

Prince George will take part in his debut public engagement next month when he accompanies the Duke and Duchess of Cambridge to New Zealand, Kensington Palace has announced.

The third in line to the throne is expected to join his parents on a visit to a parents and toddlers' group in Wellington on April 9 for the first of the many thousands of royal duties he has ahead of him.

The Prince, who will be almost nine months old by then, will spend three weeks in New Zealand and Australia with his parents, who arrive in Wellington on April 7, when the local public will get their first glimpse of the royal baby as he is carried off the plane.

He will, however, be separated from his parents for two nights – believed to be the first time both of his parents have spent the night away from him – when they visit Uluru (formerly Ayer's Rock) in Australia's Northern Territory and Queenstown in New Zealand.

Huge crowds are expected to turn out to greet the family, who will spend 10 days in each country, where highlights will include visits to Wellington, Auckland, Christchurch and Sydney.

The Queen has given special permission for the Duke of Cambridge and Prince George to travel on the same aircraft, as royal protocol usually dictates that direct heirs to the throne travel separately.

The Prince, whose first royal tour mirrors the trip made by his father with the Prince and Princess of Wales in 1983, will be accompanied by a full-time nanny who the Duke and Duchess are in the process of recruiting.

Royal aides have arranged a "hub and spoke" travel plan for the tour, based around the Royal couple's desire to spend as much time with Prince George as possible. Prince George will stay in government residences in Wellington, Sydney and Canberra, while his parents make day trips to outlying cities so that they can be back with him in the evenings.

As well as the anticipated visit to the Plunket Parents' Group at Government House in Wellington (where he will be staying) the Prince is expected to accompany his parents on at least one engagement in Australia.

A Kensington Palace spokesman said: "One or two occasions have been identified as opportunities when they might take Prince George along, but Prince George being a little over eight months old by then, they will have to make a decision nearer the time."

The need to minimise the amount of travel undertaken by Prince George had "absolutely been their consideration" in arranging the logistics of the tour, the spokesman added. "Taking a nine-month-old baby on a royal tour is not a first, but there has been much to think about, as any parent taking a child on a trip abroad will realise."

He said the decision to take Prince George on the trip: "Was their decision and wasn't driven by other people's expectations. It's a long way to go and a long time to be away and [taking him] is a decision that they feel comfortable with. It is entirely their own decision."

The Duchess has never visited Australia or New Zealand, apart from a brief stop at Brisbane Airport to switch flights during the couple's trip to the Far East two years ago, and "has wanted to visit for as long as she can remember", their spokesman said. The couple are "tremendously excited and looking forward to it immensely," he added. "There's no hiding their enthusiasm for this visit."

The family's packed schedule comprises 25 engagements in New Zealand and 23 in Australia, though they will have three days of down time to spend relaxing with Prince George.

The visit to New Zealand, where the Duke and Duchess will be given a traditional Maori welcome, called a Powhiri, will include the couple taking part in a yacht race in Auckland harbour, a 50mph white water ride down the Shotover River in Queenstown and, for the Duchess, a visit to a children's hospice.

In Australia the couple will attend a reception at Sydney Opera House when they fly in on April 16, visit fire-damaged areas of the Blue Mountains and, on Easter Sunday, visit Taronga Zoo in Sydney, where an enclosure for bilby marsupials will be named after Prince George.

The Prince will have plenty of chances to familiarise himself with kangaroos when he stays in Government House in Canberra, as they roam wild in the grounds. The tour will finish on April 25, when the couple will attend the annual ANZAC Day march and commemorative service.

The couple will take 11 staff with them, including the new nanny and a hairdresser for the Duchess. They will take scheduled flights to and from Australia, with internal flights provided for them by the Royal New Zealand Air Force and the Royal Australian Air Force.

### **After-reading: The Royal Family Quiz**

- 1) What is the surname of the Royal Family?
  - a) Buckingham
  - b) Windsor

- c) Kensington
- 2) Which member of the Royal Family is next in line to the throne?
- a) Prince Charles  
b) Prince William  
c) Prince Andrew
- 3) What's the name of the Queen's official residence in London?
- a) The Tower of London  
b) Palace  
c) Westminster House
- 4) How many people work full time in the Royal Household?
- a) 245  
b) 445  
c) 645
- 5) Which member of the Royal Family died on 31st August 1997?
- a) Lady Diana  
b) The Queen Mother  
c) Princess Margaret
- 6) Which sport do Prince Charles and his sons like to play?
- a) Waterpolo  
b) Golf  
c) Polo
- 7) What is Prince Charles' wife's official title?
- a) Princess of Cornwall  
b) Queen of Cornwall  
c) Duchess of Cornwall
- 8) Which of the following things does the Queen not have?
- a) Number plates on her cars  
b) Money in her handbag  
c) A vote at general elections

*These websites are good starting points for you and your students to find out more about the Royal Family:*

- <http://www.royal.gov.uk/output/Page1.asp> – the official website of the British Monarchy
- <http://www.bbc.co.uk/cult/ilove/royalty/> – a light-hearted site from the BBC
- [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_4250000/newsid\\_4256900/4256917.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_4250000/newsid_4256900/4256917.stm) – CBBC Newsround – quiz about the Queen
- [http://newsvote.bbc.co.uk/cbbcnews/hi/newsid\\_1940000/newsid\\_1948200/1948219.stm](http://newsvote.bbc.co.uk/cbbcnews/hi/newsid_1940000/newsid_1948200/1948219.stm) – CBBC Newsround site – here you'll find photos of all the royals
- <http://www.royal.gov.uk/output/page238.asp> – This site has the address to write to if you want to send a letter to the Queen!

### **3.2 The United States of America**

**Pre-reading:** 1) *Comment on the following quotations:*

England and America are two countries separated by a common language.  
~**George Bernard Shaw** (1856 - 1950)

America is a large, friendly dog in a very small room. Every time it wags its tail, it knocks over a chair. ~**Arnold Toynbee** (1889 - 1975)

Our American values are not luxuries but necessities, not the salt in our bread, but the bread itself. Our common vision of a free and just society is our greatest source of cohesion at home and strength abroad, greater than the bounty of our material blessings. ~**Jimmy Carter** (1924 - )

That is the American story. People, just like you, following their passions, determined to meet the times on their own terms. They weren't doing it for the money. Their titles weren't fancy. But they changed the course of history and so can you. ~**Barack Obama** (1961 - ), *Arizona State Commencement Speech, 2009*

2) *What do the Americans think about education? Is it highly valued?*

**One unconventional factor to consider when choosing a college**

**By Valerie Strauss, 11 April 2014, The Washington Post**

Anyone lucky enough to have choices for college has a list of things that are important to them: price, size, location, quality. But here's an unconventional factor that students may want to start considering at a time when graduating from college with good grades may no longer be enough to get a job. It was written by Laura R. Hosid, who was the associate director of Georgetown University's Office of Career Services and now works for Vinik Educational Placement Services, Inc. in Bethesda, which provides college and career counseling to young people.

**By Laura R. Hosid**

While many anxious seniors (and their parents) breathed a collective sigh of relief as long-awaited college admissions decisions were finally announced, for some families the hard part is just beginning. April is often a time of re-visiting campuses, talking to current students, and making spreadsheets comparing everything from majors offered to proximity to the airport.

To most families, there is inherent value in the personal growth and broad education that students experience at college. However, to many families the end goal of getting a job can be equally important. Those families who consider future job prospects a priority should carefully examine a college's Career Services programs.

There has been a lot of talk lately about the return on investment of a college education, employment rates at graduation, and which majors earn the highest salaries. But none of these numbers can tell the whole story. Which schools are investing in professional development from day one? Which schools promote access to employers and internships throughout all four years?

In today's economy, a good GPA at a top school is not enough to guarantee a job. More and more employers are looking for actual experience on a graduate's resume, primarily in the form of summer or semester internships. Traditionally

college Career Services offices have focused on recruiting employers to campus and helping students find post-graduation employment. But what about developing relationships with local businesses and alumni to facilitate internships during the school year? What about teaching professional etiquette – in-person and online – beginning freshman year?

Many Career Services offices have added innovative programming in response to the changing economy. Wake Forest University starts career planning at freshman orientation and just built an impressive new Career Center. Princeton University uses an algorithm similar to the online matchmaking service eHarmony to match students with alumni for mentoring opportunities. American University provides interactive intern maps to highlight past student internships. And Lawrence University brings in professional photographers to take headshots for students' LinkedIn profiles.

Another option for students who are serious about gaining real world experience while in college is a school with a co-op program such as Drexel University, Northeastern University, or University of Cincinnati. In a co-op program, students alternate between semesters spent in the classroom and semesters spent working in paid positions related to their field of study. By the time they graduate, students will often have had two or three co-op experiences – good for their resumes, their professional development, and their bank accounts!

While ultimately college is for learning, the type of learning that takes place in quality internships can be just as valuable as some of that which takes place in the classroom. And the self-awareness developed by beginning professional development early can help focus a student's curriculum and ultimately leave him or her more fulfilled academically. So when making decisions between now and May 1, in addition to evaluating the meal plan options and intramural sports, pay some attention to whether a school's Career Services office is engaged and proactive starting freshman year.

**After-reading:** *Compare American education with the system of education in Russia using the information from the article and the tips below.*

### **US Education System as Compared to Other Countries**

The strength of the US system of education is the K-12 where every child irrespective of race, creed and origin is entitled to a free education up to 12 years of age.

1. In the US the students go through three levels of education namely elementary, secondary and post secondary. In UK the education system is divided into 4 key stages from 5 years of age to 16 years, after which the student can move to university or discontinue studies and begin working. In Germany students till ten years of age are divided into three groups of which only one group qualifies for a University education.

2. In US, education is compulsory and children have to be in schools, whereas in Japan children are not legally obliged to be in school each day.

3. In most countries the same curriculum with minor differences is followed in all schools. Whereas, in the US the curriculum in all 50 States is different.

4. Most countries especially Asian countries lay greater emphasis on Math and science, but in the US learning Math is optional. Rigorous testing, standardized tests are used in evaluation whereas in the US evaluation is more a teachers prerogative on the tests to evaluate students.

5. In the US education emphasis is laid more on stress free schooling, creativity and less on rote learning and cramming.

6. The second chance opportunity for students in the US, the flexibility of subjects to be studied and the wide diversity of content choices are rarely found in other countries. In most Asian countries if students fail a competitive test that option is then closed to them and they have to settle for other choices.

7. US schools work up to 1 o'clock whereas in other countries schools function up to 3-4 'o'clock.

8. Lastly the higher education system, the universities in the US are world class attracting the best teachers, technology and involved in the latest research.

### **3.3 Crime and Justice**

#### **Pre-reading:**

1) *Revise famous fiction stories and films where serious crimes such as murders were committed.*

2) *Check the pronunciation of the following words:*

**knotweed, technician, mortgage, income, suicide, paranoid, vicinity**

#### **Man kills his wife and himself after fearing**

#### **Japanese knotweed invasion**

**By Martin Evans, Crime Correspondent, 31 March 2014, The Daily Telegraph**

A man bludgeoned his wife to death with a perfume bottle and then killed himself after becoming convinced their home was being invaded by Japanese knotweed.

Lab technician Dr Kenneth McRae, 52, killed his 55-year-old wife Jane claiming the balance of his mind had become "disturbed" at the thought of the invasive plant spreading into his garden.

In a suicide note found by his body he wrote that fear over the damage the plant could cause to the value of his mortgage-free property had convinced him he had no option but to take his life.

He added that he had decided to kill his wife because he did not want to leave her a widow without an income.

But an inquest into their deaths heard that his obsession about the Japanese knotweed was unfounded and while a patch had been found nearby it had not got onto his land.

Dr MacRae was described as being “paranoid” about the plant which is so destructive it can make it impossible to sell your home and can cost upwards of £20,000 to treat.

The plant, which was introduced to Britain in Victorian times, can grow as much as nine feet in just ten weeks and can cause untold damage to the foundations of buildings.

He became convinced that the plant was spreading from the golf course behind his home in Rowley Regis, West Midlands and claimed to be locked in legal battles with the owners of the land.

But West Midlands Coroner Robin Balmain was told there was no evidence of knotweed in his plot and there had been no legal battle with the golf club.

In his suicide note, Dr McRae wrote: “I believe I was not an evil man, until the balance of my mind was disturbed by the fact there is a patch of Japanese Knotweed which has been growing over our boundary fence on the Rowley Regis Golf Course.”

He added: “Jane and I were a very private couple, we chose to have no real friends, just enjoying each other.

“But the despair has got so bad that today I have killed her, as I did not want her to be alone without an income when I killed myself.”

A police investigation found she may have lain dead in bed on the second floor of the three-storey house for up to a week.

The couple were found when police broke into their home after worried colleagues of Dr McRae raised concerns after he failed to turn up for work.

Mr Balmain said: “This is clearly a tragedy. They appeared for whatever reason to keep themselves to themselves, they were perfectly entitled to do that.

“The impression is Mr McRae was possibly becoming paranoid, there is no direct evidence of that of course.

“He had got a responsible job as a lab technician, his own home free from mortgage. It appears he became obsessed with Japanese Knotweed in the vicinity, which was not even on his property.

“It is perfectly clear he chose to kill his wife. It is difficult to understand what was going on in Mr McRae's mind. For whatever reason, he killed his wife and then himself.”

The court heard the couple were estranged from their family and had not spoken to their adopted son for over a decade.

**While-reading:** *Look through the article once again and answer the questions:*

- 1) *What did Dr Kenneth McRae write into his suicide note?*
  - 2) *What were the explanations of his worries about Japanese knotweed?*
  - 3) *Where was his wife found?*
  - 4) *How could it happen that no one noticed Dr Kenneth's panic?*
-

### **Pre-reading:**

- 1) *Do you consider corruption a serious crime? What punishment should be used for it (big fines, community service, long imprisonment, capital punishment)?*
- 2) *What is the most/least corrupted country in the world? Prove your ideas.*

### **Brian Binley MP:**

**«We have to be careful, politicians scrounge all the time»**

**By Holly Watt, Claire Newell and Ben Bryant, 06 Nov 2013, The Daily Telegraph**

On a taxpayer-funded trip to Malta, as he enjoyed the hospitality of a bank and prepared to attend a complimentary open-air concert that evening, Brian Binley MP was alerted to the presence of a local politician wandering nearby.

“You see, we are totally corrupt,” he said to one of his hosts.

A tongue-in-cheek comment it may have been, but it was not the first time during the trip that the Conservative member for Northampton South had felt the need to poke fun at the conclusions that could be drawn from the largesse he was enjoying.

Earlier, when speaking to a businessman who had sponsored a private party on the Mediterranean island, he noted that parliamentarians “scrounge you all the time” and were “political hangers on”.

Mr Binley attended a drinks party hosted by the Bank of Valletta before being treated to an open air concert in the Maltese capital featuring Rebecca Ferguson, a runner-up on The X Factor, and Joseph Calleja, a Maltese tenor.

An undercover reporter was present at the function.

Mr Binley had accompanied Mark Pritchard, the Conservative MP for Wrekin, on an official visit to the island.

Both are members of the all-party parliamentary group for Malta.

Mr Binley said the visit was funded by the taxpayer.

During the VIP party, the MPs met the Maltese prime minister, Joseph Muscat, government ministers and MEPs, as well as senior members of the bank.

It is understood that the Bank of Valletta gave the MPs two free tickets for the event, but that Mr Pritchard also obtained two tickets for the concert from a friend.

Mr Binley told the local businessmen that he would speak positively about the event’s sponsor when he returned home.

“We will talk about the bank of Malta won’t we? ... Bank of Valletta, sorry. And we will say what a wonderful organisation it is,” he said.

He also offered to “repay” his hosts’ hospitality if they came to London.

The disclosures will add to concerns that some MPs are too close to businesses that want to promote their interests in Britain.

On Wednesday The Telegraph disclosed that Mr Pritchard offered to use his political contacts to set up business deals with foreign officials and ministers in return for payments totalling hundreds of thousands of pounds.

Mr Pritchard said that he had not broken the Code of Conduct and that his business contacts were unconnected to his parliamentary work.

Mr Binley and Mr Pritchard spent five days in Malta this summer.



They stayed in a five-star hotel in St George's Bay, a popular tourist resort. Rooms can cost more than €400 (£340) a night and staff at the hotel were told the two men were "VIPs".

When Mr Binley was asked by a reporter who had funded the trip, he replied that it had been paid for by the taxpayer.

"It's mostly taxpayers' money. Some of it's European money actually. It's mostly taxpayers' money. European money is taxpayers' money," he said.

During their stay, Mr Binley and Mr Pritchard met members of the Maltese government, including the foreign and finance ministers.

Mr Pritchard told a reporter whom he met at the hotel that the trip was "worthwhile" because there was a "new government, so they need to get to know us and we need to get to them know them. I will feed back to Number 10".

When the MPs met Malta's recently elected prime minister and his wife at the party in Valletta, Mr Binley introduced them as a "two-man parliamentary delegation".

"Oh my God, that's good", said the prime minister's wife.

"I think it's better", replied Mr Binley.

"It's better actually. You get more treatment", said the prime minister's wife with a laugh.

When talking to an executive of the bank, Mr Binley said that he and Mr Pritchard had "conned our way in" to the party.

The conversation moved on to how the party and concert was "the one event where everyone wants to be".

The executive pointed out a member of the Maltese parliament and commented: "So that explains it."

Mr Binley replied: "Yeah, you see, we are totally corrupt". Then, jokingly, he added: "Not as bad as Chelsea fans."

The MP also referred to the "pleasant night" and asked the businessman: "Was it good for business? Because we were just hangers on, political hangers on"

Later, when discussing who had invited the MPs to the party, he joked: "Well, we've got to be very careful, because we might, you know what politicians are like, they'll scrounge you all the time."

Following the expenses scandal of 2009, Mr Binley was ordered to apologise for his use of taxpayers' funds. He rented a flat in Pimlico, claiming £58,500 in second home allowance.

However, the flat was owned by a company called BCC Marketing.

Mr Binley and his wife each own 20 per cent of BCC Marketing, while his son owns a further 20 per cent. MPs are barred from using taxpayers' funds to rent accommodation if they have an interest in its ownership. After The Daily Telegraph revealed the arrangement, Mr Binley was ordered to apologise by the Standards Commissioner.

He was also ordered to return £1,500. "I consider the breach of the rules in respect of the Mr Binley's rental claims to be a serious matter," John Lyon, the Standards Commissioner, wrote in his report.

Mr Binley moved out of the flat and it was sold in 2011 for a profit of up to £110,000. BCC Marketing bought the Pimlico flat for £345,000 in 2006 and sold it for £455,000 in 2011.

Mr Binley previously complained to the Press Complaints Commission after The Daily Telegraph stated that he was a millionaire. The PCC upheld his complaint.

He stood for election as Deputy Speaker of the House of Commons last month, but lost out to Eleanor Laing, a fellow Conservative.

Mr Binley refused to comment.

**After-reading:** 1) *Corruption is not the only economic crime which has become wide spread nowadays. These are among the most popular ones:*

- cyber-terrorism;
- tax crime;
- identity theft;
- card fraud.

*Discuss with the partner some possible measures which should be taken to prevent these crimes, think of some other examples.*

**2) Not worthy of punishment?**

*Choose three of the things below which you think should not be punishable by law and explain why. Your partner will then give their opinion on what you said.*

- Adultery
- Advocating violence
- Assisting in someone's suicide
- Attempted suicide
- Begging
- Being a conscientious objector
- Belonging to an organisation that advocates terrorism
- Blasphemy/ Offending a religious group
- Bribery abroad
- Browsing a terrorist organisation's site
- Building or farming on long-unoccupied land
- Bullying/ Cyber-bullying
- Crimes by diplomatic staff (= Diplomatic immunity)
- Crimes by leaders of the country or MPs
- Crimes by your children
- Crimes committed on someone else's orders
  - Crimes that happened more than a certain amount of time ago (= The statute of limitations)
- Crimes under a certain age
- Disrespecting the national flag/ national anthem
- Driving near but not within the speed limit (e.g. at a speed that many people do)
- Driving without a seatbelt
- Drunk and disorderly

- Educational use of copyrighted materials
- Excessive force in sports, e.g. fouls that cause major injuries
- Failed attempt to immigrate illegally
- Failed request for political asylum
- Hacking that causes no damage
- Holocaust denial
- Illegal actions by a subordinate that you knew nothing about but should

have done

- Illegal busking/ street performance
- Indecency in artistic works
- Jaywalking
  - Keeping the confidentiality of a journalistic source, person confessing to a priest or patient who has committed a crime

- Leaking of government secrets that is in the public interest
- Lese majesty (insulting the head of state, e.g. monarch)
- Libellous comment by another person on your blog or website
- Linking to sites with illegal content

just walking past

- Offering file-sharing software
- Persistent noise violations
- Polygamy
- Possession of small amounts of soft drugs for personal use
- Prostitution
- Public nudity
- Publishing something about a celebrity that is true but has no public interest
- Racist language/ Race hate/ Stirring up race hate
- Refusing to give evidence against a friend, relative or colleague
- Refusing to speak when questioned by police
- Refusing to uncover your face for religious reasons
- Shouting at, swearing at or insulting police officers
- Slander or offensive content in an anonymous comment online
- Something that is illegal in your country but legal in the country where you

do it

- Squatting in totally unused derelict buildings
- Stalking a celebrity
- Swearing on TV
- Taking stuff from bins
- Trespass
- Unauthorised protest/ demonstration
- Underage sex
- Unlicensed selling on the street/ selling from street stalls
- Vagrancy
- Violence against people or property in order to save animals from suffering

*Check any position you don't understand and discuss them in class. Try to agree on punishments for some of the others.*

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### **3.4 Mass Media**

#### **Pre-reading:**

- 1) *Do you read press every day as part of daily routine? What kind of?*
- 2) *Suggest your ideas of journalist etiquette and present your ideas to the other students.*
- 3) *Check the meaning and pronunciation of the words given:*  
**sleaze (n), archaic (adj.), to concede (v), to bedevil (v), agenda (n)**

#### **Sunday Mirror and Sun on Sunday take us back to the era of sleaze By Roy Greenslade, Monday 31 March 2014, the Guardian**

It was quite like old times on the newsstands yesterday. Two Sunday red-tops took us back to the era of sleaze that bedevilled John Major's administration.

In other words, it was way before the nation, and the press, had heard of Lord Justice Leveson.

There was the News of the World - sorry, Sun on Sunday - with a splash headlined "Top Tory quits in rent boy scandal" plus, incidentally, an inside spread on "a blonde beauty" who "enjoyed internet sex chats with four Manchester United stars".

And there was the Sunday Mirror splashing on the same tale, "Tory MP quits in drugs & rent boy scandal". And this on the day when same-sex marriage laws came into force, duly celebrated on the paper's page 23.

The story concerned the resignation of Conservative MP Mark Menzies, parliamentary private secretary to the international development minister, Alan Duncan, after allegations made by a Brazilian male escort.

Both papers lay claim to exclusivity, but that little local dispute between the titles is far less interesting than the editorial agenda that convinced each of them of the story's importance.

You might have thought it inappropriate nowadays to expose people for their (alleged) gay relationships. You might have also thought it inappropriate to accept the word of someone who has sought payment for that (alleged) relationship. Doesn't the term "rent boy" seem oddly archaic in 2014?

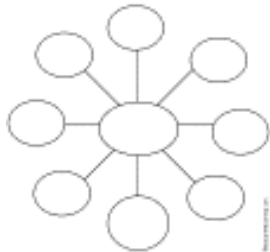
You would probably concede that the (alleged) involvement of drugs just about gave it a public interest justification. But only just, given that the level of proof appears less than convincing.

I sincerely hope that this isn't the beginning of a trend.

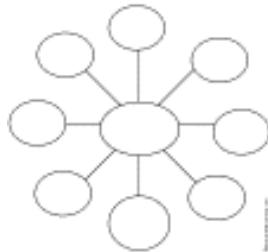
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**Pre-reading:**

1) *Could you make graphic organizer to state «men's»/ «women's» professions?*



**Student A**



**Student B**

2) *Do you consider the rights of both sexes equal in Russia? In what spheres of life they are not the same? Would you like to change the situation?*

**Women still vastly outnumbered by men on UK radio and TV news**

**By Jane Martinson, 3 April 2014, The Guardian**

Two years after an industry campaign was launched to increase the number of women heard on television and radio, male experts still outnumber female experts on the main news programmes by a ratio of four to one.

The research by City University also found there were more than three times as many male reporters as women.

Lis Howells, director of broadcasting at City, described the study of Radio 4's Today programme and four main TV news bulletins – BBC News at 10, ITV News at 10, Channel 4 News and Sky News's evening bulletins – as “pretty depressing, on the whole”.

The BBC had fewer women overall when interviewees, reporters and presenters were taken into account. Today had the lowest percentage of women appearing on air of all the programmes, despite an improvement in the past two years and the high-profile appointment of Mishal Husain last summer.

In 2012 a Today programme listener might not have heard a female voice for an hour at a stretch and the research produced for Broadcast magazine suggested there were six times as many male as female experts on air in one five-day period.

That ratio has now fallen to 3.6 male to female experts, according to the research, while the ratio of male reporters to female has improved from 6-1 to 4-1.

However, Today has fewer female interviewees, fewer female presenters and fewer female reporters than any of the other programmes monitored. “The Today programme between 6am and 7am still has the worst ratio of any programme monitored in any category for the representation of women. It has just over three males on air to every female,” according to the survey.

A BBC spokesperson said: “Improving the representation of women on air is a priority for us and we have been working hard to achieve this. With Mishal Husain we now have two women presenters on the programme and have made consistent

progress with our number of female contributors, although we recognize that there is still room for improvement.”

The show’s appointment of the first non-white Muslim bucks the trend for the rest of the industry, however, in which white men aged between 30 and 50 dominate reporting teams.

“There seems no reason for the disproportionately high number of white male reporters in broadcast news,” says the report, which included qualitative research with reporters and editors as well as a detailed breakdown of the Monday-to-Friday output one week in four over a five-month period.

The general consensus from the interviews was that broadcast editors were actively trying to get more women on air, with 82% saying so. “While there is the will to do it there is also a sense of people not wanting to ‘socially engineer’ and working with what we’ve got,” said Howells.

The study also shows a marked difference in the way the genders are treated. In particular, most men (69%) interviewed for the programmes were “experts” while just 43% of women were. Research in October 2012 produced by Women in Journalism revealed similar ratios of men and women in newspapers in a study of front-page bylines, experts and pictures. Women were far more likely to be victims of some kind or related to the main protagonist in front-page stories.

The Women’s Media Centre in the US has shown that the gender imbalance is not confined to the UK.

In a Women on Air conference on Friday, several panels will discuss why women are struggling to get heard by the UK’s national broadcasters.

Prof Dame Carol Black, principal of Newnham College, the all-female college at Cambridge University, who will appear, said: “There are now women scientists, engineers, lawyers, accountants, politicians and business leaders – not as many as we would like – but there has been progress in every profession. But have we gone the next step and made them able to identify themselves as an ‘expert woman’? These results show us clearly that many women need assertiveness and resilience training to give them the confidence they need to appear in the media as expert women and the media must give them more opportunities to speak in discussions.”

Last year a charter against ageism and sexism in the media was produced by Sheffield University’s NDA Programme in conjunction with media outfits. It has gathered 80 signatures. Only Channel 4 and Sky signed up to the Broadcast pledge two years ago.

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### **Pre-reading:**

1) Use a *Pluses, Minuses, Implications* chart to help organize your thoughts about choosing the profession of journalist

	+	—	i
1.			
2.			
3.			

2) Match the definitions with the words:

*Headline	Typed text under photographs explaining the image
*Credits	A small part of the page, shaded in a different color
*Caption	The author of a feature may be given credit in the form of a byline. Photographs may have the name of the person who took them or the agency that supplied them alongside them
*Box-out	When a main feature has an additional box or tinted panel alongside of it
*Sidebar	This is the main statement, usually in the largest and boldest font, describing the main story
*Spread	This means that newspaper and no one else solely cover the story
*Exclusive	A story that covers more than one page
*Jumpline	Newspaper name, date and page number that appear at the top of each page
*Folio	The continuation instructions of a story that is jumped to another page

**Two Associated Press journalists shot in Afghanistan  
By Emma Graham-Harrison, 4 April 2014, The Guardian**

AP journalist Anja Niedringhaus, who was killed in Afghanistan, was an internationally acclaimed German photographer. Photograph: Peter Dejong/AP

An Afghan police officer has shot dead a foreign photographer and badly injured another in the country's violent east, as they were covering preparations for the country's presidential election.

The man opened fire on Anja Niedringhaus and Kathy Gannon from the Associated Press in a police headquarters in Khost province, after the women arrived with a convoy of election materials on Friday.

Niedringhaus died almost immediately from wounds to her head, a health official said, and Gannon was taken to hospital with less serious injuries after being shot twice. She later underwent surgery and was described as being in stable condition and talking to medical personnel. Both were veteran correspondents with long experience covering Afghanistan.

AP journalist Kathy Gannon sits with girls at a school in Kandahar, Afghanistan, in 2011. The photo was taken by Niedringhaus

It was the third attack on journalists in Afghanistan in less than a month. The Swedish-British radio reporter Nils Horner was killed in downtown Kabul on 11 March. Less than two weeks later the leading Afghan reporter Ahmad Sardar was

gunned down with his wife and two children at a Kabul hotel where they had gone to celebrate the Persian new year.

The AP journalists had travelled to Tani district as part of a government convoy from the provincial capital, but in their own car. They were waiting in the vehicle at the entrance to the police compound when a police lieutenant named as Naquibullah came over and opened fire on them. No one else was injured.

A photograph taken by Niedringhaus of Afghan men loading a truck with election materials to be delivered to polling centres in Khost province. Photograph: AP

“He has been arrested and is under investigation,” said a spokesman for the provincial governor Mubarez Zadran.

The assailant was from another part of Afghanistan and had been working in Khost province for about a year, he said.

A Taliban spokesman said the insurgent group was not involved in the attack. “This appears to be a private issue. It has no connection with the Taliban and we are not claiming responsibility for it,” Zabihullah Mujahid told the Guardian.

The AP paid tribute to both journalists. “Anja and Kathy together have spent years in Afghanistan covering the conflict and the people there. Anja was a vibrant, dynamic journalist, well-loved for her insightful photographs, her warm heart and joy for life. We are heartbroken at her loss,” said the executive editor Kathleen Carroll, from New York.

In a memo to AP staff, AP President Gary Pruitt remembered Niedringhaus as “spirited, intrepid and fearless, with a raucous laugh that we will always remember.”

“Anja is the 32<sup>nd</sup> AP staffer to give their life in pursuit of the news since AP was founded in 1846,” he wrote. “This is a profession of the brave and the passionate, those committed to the mission of bringing to the world information that is fair, accurate and important. Anja Niedringhaus met that definition in every way.”

Afghan President Hamid Karzai expressed his deep sadness over Niedringhaus’ death and the wounding of Gannon.

Niedringhaus, who also covered sports events around the globe, received numerous awards for her works. She was part of an AP team that won the 2005 Pulitzer Prize in breaking news photography for coverage of the war in Iraq, and was awarded the Courage in Journalism Award from the International Women’s Media Foundation. She joined the AP in 2002 and had since been based in Geneva, Switzerland. From 2006 to 2007, she was awarded a Nieman Fellowship in journalism at Harvard University.

Niedringhaus started her career as a freelance photographer for a local newspaper in her hometown in Hoexter, Germany at the age of 16. She worked for the European Press Photo Agency before joining the AP in 2002, based in Geneva. She had published two books.

**After-reading:** *Write down a descriptive essay and present the different aspects of the journalist’s profession.*

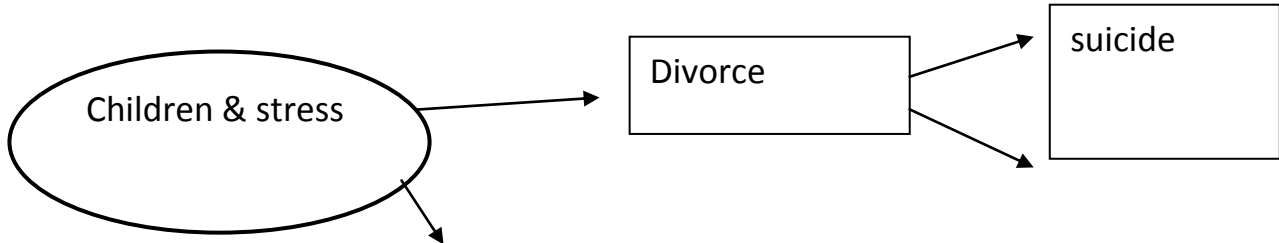


## Unit 4

### 4.1 Home upbringing

#### Pre-reading

*Brainstorm possible stressful situations for children. Make up a spidergram*



*What reasons and consequences of stress are given by the author of the article? Add them to your scheme.*

### Children and Stress

*By L. Muntres*

Children often can be more vulnerable, or helpless, than adults. They may lack an understanding of events, as well as effective coping skills. Parents can help children cope with stress by listening patiently and accepting their feelings of anger, grief, and sadness. Children are often much more aware of parents' worries than their parents realize. It helps when parents are able to admit their own emotions and provide an example of how to cope.

#### *Possible Responses*

Children react to stress in a variety of ways, but age is a factor. When times are tough, adults should *observe children closely for any signs of stress*. It is important to be alert for changes in behavior or regression. Regression is the temporary backward movement to an earlier stage of development. If a toilet-trained child begins having accidents, for example, it may be a sign of stress.

#### *Causes of Stress*

*Situational stress* is stress that comes from the environment a child lives in or from certain circumstances and changes. Certain stress factors are a part of every child's life. For example, every child may feel stress when a parent leaves a room. Some of the stress factors that have the greatest impact on a child's daily life include parents' divorce, moving, family financial problems, substance abuse by a family member, illness, or the death of a loved one. The way the parents handle the situation has a huge impact on the child's stress level. One of the worst things a parent or caregiver can do is to say "You shouldn't feel that way." Instead, they should accept the child's feelings. They can then use those feelings as a starting point for trying to offer help.

#### *Divorce*

Research has shown that children experience the effects of divorce at the time of the breakup and for decades afterward. Many children of divorced parents *face greater fears* that their own relationships will fail as they grow up. A child will suffer

much less when parents make a joint effort to help him or her adjust to the new family situation. Parents should tell their children together about the divorce and discuss where the children will live. Children often blame themselves for the failure of their parents' marriage. Parents must emphasize that the children did nothing wrong. Parents should remind children of their love for them often.

Some children ask questions. Some cry. Some appear not to react at all when they learn their parents are divorcing. Parents should accept any reaction, including none at all. Most children want to know how the divorce will affect them. "Where will I live?" "Can I still go to summer camp?" "Will I go to a new school?" Parents must be honest with children about possible outcomes and *involve children in decision making*. Parents should never give children false hope that parents might get back together. Parents should resist the *urge* to spoil children who are feeling sad. It is also important not to confide in children or place them in the middle of arguments. This unfairly makes them feel that they have to take sides. Children need love from both parents to cope. Many children show behavior problems after their parents' breakup. Even children who appear happy on the surface may be hiding their pain to keep parents from worrying.

*Helping Children Cope with Divorce*

Both parents need to help minimize the impact of divorce and help children adjust to changes. Why is it important that parents work with the school during a divorce?

1. Create a special place	a) Maintain routines, including family mealtimes and rules of behavior.
2. Develop new traditions.	b) Help children stay in touch with their friends and members of both sides of the family. Encourage visits, calls, and e-mails to help maintain these important relationships.
3 Watch for changes.	c) If the child must move, help the child personalize his or her space in the new home. Have children keep personal belongings in each parent's home if they go back and forth frequently.
4. Work with the school.	d) Holiday activities may change. Children may spend holidays with only one parent or with a newly blended family. Invite children to invent new holiday traditions while maintaining some old favorites.
5.Keep things as normal as possible.	e) Observe changes in the child's behavior, school performance, and temperament. If a child <u>withdraws</u> or shows a major shift in behavior, talk to the pediatrician or a counselor
6 <u>Maintain ties</u> .	f) Make the child's teacher aware of the situation. Many schools offer professional resources, and even lunch groups to help children cope.

**While-reading**

1. Read the tips above and match them with the detailed advice given by the psychologist.
2. **Grammar and vocabulary work**

Find the definition of the underlined words. There are some extra definitions.

stop taking part in an activity	weak and easily hurt physically or emotionally	Sorrow
alcohol/ drug addiction	deal with the problem	difficult period
not showing good taste	know/realize	tell smb secrets or personal information
the act of making people work together	deal successfully with smth difficult	go back to an earlier stage
Influence	preserve	to be aware of
Depressed	attempt to do smth together	impossible to control
Arguments	obliged to make choice between two options	Procrastinate

3. T/F/?

1. Children and parents have the same adaptation skills.
2. Parents can easily guess what their child feels
3. Unusual behaviour shows that there's something wrong with the child
4. Situational stress can be caused by parent's gambling.
5. Fathers shouldn't participate in children's upbringing in case of divorce
6. All children have the same reaction after their parents' breakup
7. Children should be sent to a camp not to see their parents' arguments.
8. Teachers shouldn't know about family problems
9. You should change your life completely after the breakup for yourself and for your child
10. Parents' breakup can affect the future family life of their children

4. What is the message of the text? Is it possible to eliminate stress in case of divorce?

### **After- Reading**

5. Do you remember any family where children's stress was caused by the divorce? What were the parents' mistakes?

6. Make up a dialogue based on the text: you've just filled the divorce agreement and your child's behavior changed after you and your husband started living separately. Ask the family counselor about the possible solutions.

## Links

Make a hotlist on the topic “Children and Stress” according to the example below:

1. <http://www.apa.org/helpcenter/stress-children.aspx>

The site of American Psychological association is devoted to signs of stress in kids and teens. It also advises to seek for professional support in case of any suspicious changes in your child’s behavior.

2. The URL of the site. A short (2-3 sentences) description of its content.

3. Listen to the song by Jonny Craig - Children Of Divorce [Lyrics]  
<http://www.youtube.com/watch?v=f-AnPq4ZeiE>

Talk about the peoples’ feelings after the divorce. What mistake is described?

## Pre-reading

In English the word is *nanny*; in Spanish it is *ninera*; in German, *Kindersmadchen*; in Polish, *niania*. But in any language, a person who is hired to take care of young children is generally a *woman*.

This column is a personal essay about what it is like to be a male nanny, or what the author jokingly calls a “manny.” With wit and insight he describes several awkward moments in his professional life. Along the way, he explores some of the assumptions people make about the proper roles of men and women.

**Note:** *The Hand That Rocks the Cradle* was a 1992 suspense film starring Rebecca DeMornay as a violent, mentally disturbed nanny. The author refers to this film in paragraph 8.

*Discuss these questions.*

5. What do you know about nannies? Do you know a nanny? Have you ever had a nanny or been a nanny?

6. Child care is an increasingly important problem in many families. Hiring a nanny is one solution. What are some other solutions?

7. A nanny is widely considered to be a substitute mother, not a substitute father, because fathers usually do not spend as much time with their children as mothers do. Is this pattern changing? If so, why? Do you think fathers should be involved with their children?

Ask yourself, “What would I think if I saw the author at work in a playground or other public place? Would I feel the way the people in the article do, or would I have a different attitude?”

## Unfair Doubts about the Nanny

*By John Searles*

NEW YORK— The pinched-faced woman next to me in the bread cafe on 67th Street wants to know how much my baby weighs. I don't tell her that he's not my baby, because I'm tired of explaining.

Instead, I look at Sam's doughy year-old body. I have never been good at guessing weight, but I know Sam feels awfully heavy when I lug him around the city all day.

"Forty pounds," I tell her, none too confidently.

The woman's face pinches up still more. "Forty," she says. "I don't think so. Try somewhere around 20." Sam squirms in my arms and I look at my watch. Ann, his mom, is due back from her hair appointment any minute. In the meantime, I bounce Sam, sip my coffee and wait.

"Honestly" the woman says to her friend. "What kind of parent doesn't know how much his child weighs?"

I want to tell her that I'm Sam's nanny, but I don't because I'm a guy— a "manny," you might say. Whenever someone learns that I'm taking care of Sam, they turn on me—telling me not to bounce him too much or he'll throw up, asking when I last changed his diaper, demanding that I give him another bottle.

You would think I was Rebecca DeMornay in "The Hand That Rocks the Cradle."

I have two younger sisters. I was a summer camp counselor for five years. I had a girlfriend with nephews. I read "What to Expect the First Year" and "What to Expect the Toddler Years." My experience with kids is probably just as good as, if not better than, any high school sitter or au pair. Still, I'm not the one thing most everyone thinks I should be for this job—a woman. When I look up, Ann is walking through the door. She kisses Sam, then looks at me. "How was he?"

- Fine," I tell her. "How much does he weigh?"

- Twenty-three pounds. Why?"

I slide him into his pouch, feeling the weight. "No reason," I say. I'm sitting on a bench in the Bleecker Street playground, eating a Moroccan chicken salad next to four Jamaican nannies, all twice my age. Sam is now a year and a half old, big enough to cross the playground's bouncy bridge himself. I watch him and the other children jump up and down,

"I didn't get paid until last Thursday," one woman says. She takes a bite of her tuna sandwich. "Oliver tried to stiff me on overtime."

Everyone nods, sympathetically. ' "You guys get overtime?"

- 'After 40 hours" someone says. "Don't you pay your nanny that way?" one of them asks me. ' "No "I tell them, "I AM the nanny,"

They stare at me suspiciously.

Is it really that big of a deal? Women are mechanics, truck drivers, carpenters. Why can't a man be a nanny? I began watching Sam as a favor to Ann when I was in graduate school. Before I knew it, though, I slipped into the nanny position almost full time. It's a job I like, and it helped pay for school. But why does everyone have a problem with it?

Insulted, I toss my lunch into the trash bin and let Sam lead me to the swings. I tell him to hold tight, and back and forth he goes.

"How old is he?" the woman at the next swing wants to know. She has a French accent and looks way too perky to be a new mother.

"About 17 months," I say. "And I'm 324 months."

She gives me a wary smile.

We are riding the subway uptown. Ann is getting off at 42d Street. Sam and I are headed for the Central Park Zoo. Over the roar of the train, I ask, "What are the reasons you picked me to watch Sam?"

"What kind of question is that?" Ann says.

"I'm just wondering."

"Because he loves you," she says. "You make him laugh. You sing 'The Noble Duke of York' with him and 'I Know an Old Lady.' You read 'Where's Spot?' and 'Goodnight Moon' a thousand times."

"But I don't know how much he weighs. And I never can keep track of how many months old he is."

"So what?" she says. "I trust you. Besides, you guys are great friends."

At Times Square, the train comes to a stop. The doors open and Ann stands to get off. "Have fun, you guys," she calls back.

Sam and I wave out the window as she is swept into the crowd. The train picks up speed and Sam shouts, "All aboard!"

Next to us, an old woman is laughing. "What's his name?" she wants to know.

"Sam." I start to tell her that I'm his nanny, but then I remember what Ann just said.

"I'm his best friend," I say.

*International Herald Tribune*

### **While-reading**

1. After reading the article, indicate if each statement is true (**T**) or false (**F**).

- 1) The author believes that men should not work as nannies.
- 2) The author believes he is a good nanny because he is a father himself.
- 3) Most people the author meets seem to think that his occupation is very odd.
- 4) Some people assume that he is Sam's father because he is a man.
- 5) Ann thinks the author is a good companion for Sam because of his experience working with other children.
- 6) One reason Sam likes the author is because the author has a good sense of humor.
- 7) The author thinks he is good at what he does, but he feels irritated by the reactions of other people.
- 8) The author is probably happy with Ann's answer to his questions about why she picked him to watch Sam.

2. Find each word or phrase in the paragraph indicated in parentheses. Use context clues to determine the meaning of the word or phrase. Then choose the best definition.

(1)	pinched	a. thin and tight	b. attractive and pleasant
(2)	doughy	a. strong	b. soft and heavy
(2)	lug	a. carry with difficulty	b. carry a short distance
(2)	squirms	a. twists and turns	b. falls asleep
(5)	lug (2)	a. experienced pre-school teacher	b. live-in babysitter from a foreign country
(9)	au pair	a. a small stroller	b. a kind of bag
(13)	pouch	a. pay for work past regular hours	b. pay for vacation days
(15)	overtime	a. doubtfully	b. excitedly
(20)	suspiciously		

3. Match each word with its definition.

toss	watchful
perky	not disturbed
wary	throw lightly
unfazed	cheerful and confident
somersault	not like anything else
unique	a complete turn, end over end

4. Complete the sentences with words from column A of exercise B.

Letting go of the swing, Sam did a \_\_\_\_\_ in the air.

Few people are \_\_\_\_\_ when the author announces that he is a nanny

The author is used to getting \_\_\_\_\_ looks from people who have never seen a male nanny.

4. The author is in the \_\_\_\_\_ situation of being a man in a female profession.

5. Working with Idioms and Expressions

Study the meanings of these idioms and expressions. A form of each one appears in the indicated paragraph of the article.

**due back** (5) expected to return

**get paid** (15) receive payment for work

**that big of a deal** (21) such an important matter

**have a problem with** (22) object to

**back and forth** (23) in one direction and then the opposite direction

**head for** (39) go toward

**keep track of** (43) remember

**get off** (45) leave (a train, airplane, elevator, etc.)

**sweep into** (46) push into

*Complete these sentences using the idioms and expressions.*

- d) As Sam swang \_\_\_\_\_, he unexpectedly fell to the ground.  
e) The author found it difficult to \_\_\_\_\_ Sam's age and weight.  
f) Ann was \_\_\_\_\_ from her hair appointment soon, so the author waited with Sam in the cafe.  
g) Many people seem to \_\_\_\_\_ the author's job.

### **Style**

This column is a nonfiction opinion essay that questions the assumptions people make about gender roles and the care of children. But, like many nonfiction writers, the author borrows some techniques from fiction to make his point more vivid and convincing. In this article, the author creates three dramatic scenes: in a cafe, at a playground, and on the subway. Each scene contains the important fiction elements of dialogue, character, and tension.

*What is the author trying to show about the following characters and their attitudes?*

The "pinched-faced" woman (in the cafe)

the French woman (at the playground)

Ann (on the subway)

### **After reading**

Talking and Writing

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

- Do you think a man could be a good nanny? Why or why not? If you had to hire a nanny, would you consider a man for the job?

- If you are a man, would you consider becoming a nanny? Why or why not?

- Can you think of any professions other than child care that are dominated by women? Could men perform the work as well as women?

- Near the end of the article, the author tries to get help from his employer to solve his "problem." What exactly is the problem? What is the solution? Do you think it is a good solution?

### **Links**

What is the best choice for a working mom? Who can take care of the kids?

Watch the film "Mrs Doubtfire" or a fragment on YouTube.

(<https://www.youtube.com/watch?v=MAp8j4c2LGs>)

Fragment from "Friends"

<https://www.youtube.com/watch?v=9hmWCH3JXqU>

### **Older Mom Not So Bad?**

*By Joan Beck*

"Women do not have the right to have a child. The child has a right to a suitable home." British Health Secretary Virginia Bottomley may have a point. But she aimed her barb at the wrong target - the 59-year old woman who gave birth to twins in a London hospital on Christmas Day. The oldest new mother on record, she



had donor eggs, implanted in a fertility clinic in Rome, after British doctors refused to treat her because of her age.

Identified only as a wealthy businesswoman married to a 45-year-old economist, the mother is described as healthy and financially secure, with a supportive family. Why shouldn't she have a baby if she wants one enough to endure the infertility treatments, the pregnancy and a Caesarean section? But Bottomley and others have wasted no time stirring up criticism and controversy about the babies. The health secretary is talking about conferring with other countries about "ethical controls" that would prevent the use of such infertility treatments for older women, even if they pay the costs themselves and do not involve government health programs. Other British physicians and politicians are publicly calling for new laws throughout Europe to ban pregnancies among older women.

What has the woman done that merits such ethical concern and public criticism? She isn't an unmarried, 15-year-old high school dropout whose unplanned baby will put her on welfare, perhaps for decades. She isn't 21 and having her fourth baby by four men, none of whom will actively father their children.

She hasn't been using crack or other illegal drugs during pregnancy, condemning her unborn infant to neurological problems of unpredictable severity. She's not passing along the AIDS virus or forcing fetal alcohol syndrome on her child by her drinking. She's not risking her baby's health by skipping prenatal care.

Her twins aren't the unintended and unwanted consequence of careless sex. They are the result of a long, costly, difficult effort to have children long after childbearing seemed biologically impossible. She may not have as much energy as a younger mother. She may not live long enough to see her children's children. (Surely it is evidence of sexual bias that these arguments are made only about woman, not about men who become fathers in their 50s or 60s.) But the odds are her twins will be more likely to have a "suitable home" than tens of thousands of babies born this year in the United States and Britain.

Bottomley and other critics may have an argument about limiting the use of expensive and often unsuccessful test-tube baby services provided by Britain's tightfisted national health plan to younger women where chances of failure may be less. (Britain rations some other kinds of costly health care by age.) But zeal for saving the British money shouldn't lead these opponents to try to influence treatment available in other nations or to stop women from using their own money for the fertility treatment they want.

The fuss has already spread to Italy where a senator, who is also a gynaecologist, has introduced legislation that would forbid the use of such in-vitro fertilizations for older women. The most visible target for this outburst of self-righteous ethical concern is the Italian fertility doctor Severino Antinori, who helped the British mother become pregnant. One of his current patients, who is now three months pregnant, will be 63 when she gives birth. She and her husband, who is a year older, decided to try to have another child after their teenage son was killed in a traffic accident. Of course a baby should be entitled to a "suitable home," to a mother and a father who are actively involved in his care and have the maturity and resources

to provide for his needs and to give him the best possible start in life). Most of all, he should be entitled to be wanted and loved.

But there is no reason to assume that the British mother and her husband or the Italian couple or any of the other post menopausal women who have given birth or are now pregnant will not provide a suitable home.

There is great reason, however, for Bottomley and her colleagues to be concerned about the babies being born all over the world without suitable homes or caring, able, energetic parents. What can be done about women who won't - or can't - stop using crack or other illegal drugs or alcohol during pregnancy and imposing known risk on their unborn offspring? What kind of suitable home will such women provide for a baby, who may be born already impaired?

Why not devote more ethical concern to mothers who are too young instead of 100 old, to young teenagers who are too immature even to care for themselves well, who have cut short their education and cut off their job prospects, who do not or cannot provide their offspring with an active and involved father? Many of these babies, by default, will essentially be raised by their grandmothers, who may not only be short of energy but of basic resources.

If Bottomley wants to charge up her counterparts in other nations to take on these ethical concerns, she may be able to accomplish far more than she can by trying to prevent a few pregnancies in older women.

*International Herald Tribune*

a Now that you have read the article, have you changed your mind about women having babies in their 50s and 60s?

b Is it OK for men to become fathers in their 50s and 60s? Why/Why not?

c The writer says that some young mothers are 'unsuitable'. Do you agree?

d What problems do some girls have if they get pregnant at a very young age?

e What will happen if parents can choose the sex of their baby? Is this a good thing?

f Should we stop scientific research into controversial areas like cloning and genetic engineering? Can science go too far, or is it always a good thing?

## 4.2 Teacher's Profession

### Pre-reading

What are the makings of a teacher?

What are the dimensions that embody the effective teacher?

What problems do teachers have to cope with?



## **The teacher as saviour?**

**By Kaboodvand**

*What is saving the world? The first two questions one might ask are: What does it mean to 'save the world'? How does a language teacher know that the topics being raised in the class are relevant and can contribute to this? Much is in dispute concerning the answers to these questions.*

A group of men are sent to a dark room in which an elephant is kept, but they cannot see it and they don't know what it is. So they try to find out what it is by feeling it with their hands. The first man, having touched the trunk of the elephant, assumes that it is a water-spout. Upon touching the ear, the second thinks that it is a fan. Rubbing up against the elephant's leg, the third one is sure that it is a pillar. And finally, the last one, who has put his hand on its back, believes that it is a throne. What can be learnt from this story is that people generally cannot see the whole truth because each person can only perceive a part of it.

How different people view saving the world has similarities to trying to identify an elephant in a darkened room. Each can only see parts of the larger concept, and at least some aspects of what one person values may not necessarily be valued, or valued equally, by other people. This is also applicable to the ethical and moral beliefs that are intended to promote justice and fairness in a society.

Why is it that language teachers are thought to be in a better position to save the world than other teachers? The nature of what is being taught – that is, language – and modern language teaching methodologies give language teachers more opportunities than other teachers to discuss concepts beyond the scope of the syllabus. At times, language teachers are even able to include such concepts within the syllabus. They can, therefore, be encouraged to include topics that promote moral values. These might even consist of the social values of the target language communities outside the country of the language learner.

In addition, people communicate in language classes, so discussions of different topics naturally occur and then ideas are shared and examined. This does not mean that language teachers have to be experts in all subjects. As long as the teacher has the ability to lead the discussion and the students are willing to engage in class discussions, different topics will be covered. Sometimes ethical topics are even included in course books. Many language teachers consider discussion of such things to be important – besides helping the students to learn the language, it may contribute to improving their cultural awareness and creating tolerance and appreciation for their own and other communities' cultural beliefs and values. Of course, this type of discussion may not always be welcome in the more challenging contexts described above.

One might argue that teachers of other subjects have better knowledge of the topics within their expertise, be it sociology, geography, history or whatever.

This is undeniably true. However, the discussions that arise in a language class might better provide grounds for giving ideas from these topic areas an airing and generating curiosity and interest in the students. Once their interest has been raised,

students may then become curious enough to undertake further investigations outside the language class and then seek the help of other teachers.

Accordingly, in order to improve their students' knowledge of the world, language teachers should be encouraged to broaden their own knowledge and gain understanding of other countries and cultures so that they can provide the stimulus for curiosity and insight in their learners. Not only should they learn and employ a variety of teaching methods and, in the case of non-native speakers, improve their own language proficiency, but they should make an effort to learn more about the world. Attending language teaching conferences, watching movies, going on trips, reading books and stories, surfing the net, joining online communities and doing online searches can all contribute to teachers becoming more knowledgeable and more flexible, and it is very likely that they will then consider including some of this knowledge and information in their classes.

In other words, learning a second language is empowering and can create the means and the interest for the learners to inspect and examine many concepts related to the world and the society in which they live.

### **While-reading**

#### Skimming

1. *Say what the text is about in 2-3 sentences.*
2. *Define the key sentence of the text*
3. *Make an outline of the text*
4. *Vocabulary and grammar work*

Select 6-12 words which are underlined in the text. Look up each of the words in your dictionary. Construct example sentences for that word which include your own name or reference to yourself.

You can work in pairs writing sentences applying to both members.

*Ex. We both try to promote cultural awareness in our classroom.*

5. *Change these complex or compound sentences, using verbals (gerund, infinitive, participle)*

a) The topics are raised in the class. They are relevant and can contribute to this.

b) So they try to find out what it is. They are feeling it with their hands.

the discussions that arise in a language class

c) They might better provide grounds so that they could give ideas from these topic areas an air and generate curiosity and interest in the students.

d) Teachers attend language teaching conferences, watch movies, go on trips, read books and stories, surf the net, join online communities and do online searches. These activities can all contribute to teachers becoming more knowledgeable.

e) It helps the students to learn the language. It may contribute to improving their cultural awareness.

f) They give language teachers more opportunities than other teachers. They can discuss concepts beyond the scope of the syllabus.

g) He rubs up against the elephant's leg. The third person is sure that it is a pillar.

6. Read the sentence, pay attention to the word order. Comment on it.

**Not only** should they learn and employ a variety of teaching methods and, in the case of non-native speakers, improve their own language proficiency, **but** they should make an effort to learn more about the world.

*Make up sentences using this structure*

a) Teachers should promote ethical and moral beliefs. They should also promote justice and fairness in a society.

b) Teachers can create the means and the interest for the learners. They also inspect and examine many concepts related to the world and the society in which they live.

c) Teaching methodologies give language teachers more opportunities than other teachers to discuss concepts beyond the scope of the syllabus. They also enable teachers to include such concepts within the syllabus.

d) Some discussions of different topics naturally occur in the classroom. The ideas are shared and examined.

e) Students may then become curious enough. They may also undertake further investigations outside the language class

7. Find the connectives in the text. Complete this paragraph, using connectives or parenthetical phrases (One might argue...).

..... is that most of us can only perceive a part of the truth. Teachers can, ..., teach the social values of the target language culture. .... they can be encouraged to include topics that promote moral values in students' discussions. ....this type of discussion may be more challenging. .... the class discussions might generate curiosity and interest in the students.

..., language teachers should be encouraged to broaden their own knowledge by improving their own language proficiency, making an effort to learn more about the world.

..., learning a second language creates the means and the interest for the learners.

8. *Answer the questions:*

What does the write want to probe with the fable?

What things are important for the society?

Prove that language teachers have more freedom than teachers of other colleagues to promote cultural awareness.

Why are cross-cultural discussions so ambivalent?

How can language teachers improve their own cultural awareness?

Why is learning a second language so important?

9. *Sit in a circle. Take the cards from the teacher. Make up the statements based on the text according to your role card:*

- Agree
- Disagree
- Express your doubt
- Ask for another example
- Tell someone who hasn't spoken to speak
- Change the subject
- Ask a question
- Ask everyone to vote on some statement from the text
- Criticize the author's point

### 10. After-reading

What do you think should be the teacher's main concern?

According to the author, "language teachers are thought to be in a better position to save the world than other teachers". Think of some possible cross-cultural activities you would like to use in your classroom. Take into account the pupils' age group and interests.

#### Links

[https://www.youtube.com/watch?v=PSt\\_op3fQck](https://www.youtube.com/watch?v=PSt_op3fQck)

Watch the video and explain the importance of cultural awareness.

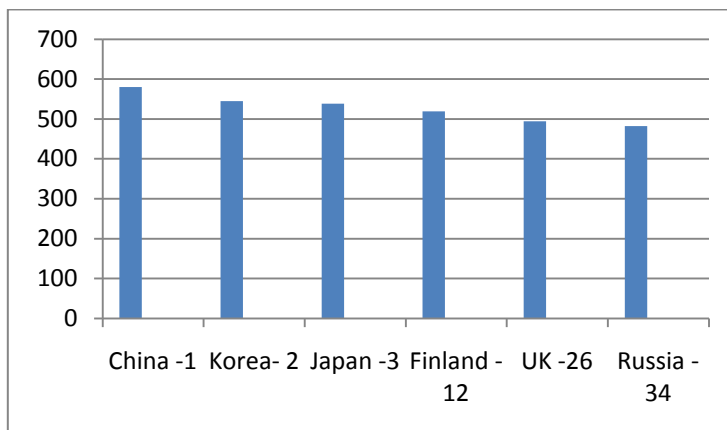
What national stereotypes are shown?

According to the clip cultural awareness can be also called ..... ..

### 4.3 Education and its problems

#### Pre-reading

**Pisa 2012 results: which country does best at maths?**



Look at the graph. It shows test scores from a recent International Science/Math Study. The math test was given to 500,000 students in forty-one countries. The test compared academic performance among the participating countries. The average score was 513. The graph shows the results of several countries. Working in small groups, study the results and answer the questions.

1. What countries are among the top three? Where did the United States place?
2. What are your reactions to the test results?
3. Why do you think the students from the top countries scored so well?

*According to research, some of the factors listed below contribute to a student's success, and some do not. Check each factor you believe contributed to the success of the top scoring countries in the International Science/Math Study. Discuss*

*your opinions with the class. Then, compare your opinions with the answers at the bottom of the page.*

**Students in the top scoring countries:**

1. spend more time on homework.
2. spend less time watching television.
3. have easy access to computers and books in the home.
4. have better trained and qualified teachers.
5. spend more time in class.
6. have more challenging coursework (curricula).
7. spend less time playing with friends after school.
8. have smaller class sizes.

*Read the text and find out what home schooling is and why parents choose it for their kids.*

The term *home schooling* or *home tuition*, as it is called in England, means educating children at home or in places other than a (1) mainstream setting such as a public or private school. There are many reasons why parents choose home schooling for their children. Some parents are dissatisfied with the quality of education in the public schools. Others do not want their children to have to worry about (2) “peer pressure.” or social pressure from friends. They say it may interfere with the child’s studies. These parents fear this type of pressure will lead to negative behavior such as smoking, drinking alcohol, and taking drugs.

(3) Bullying and harassing from other students is another concern. Still other parents choose this type of education for religious reasons. Whatever the reasons may be, it is evident that more and more children are being taken out of mainstream schools every year. As a result, many questions have (4) emerged, encouraging the debate over home schooling versus public schooling.

What then is the future of education? Will this (5) marginal model of schooling replace traditional schools and conventional methods? Will computers and the Internet replace our classrooms and teachers? Will public schools be a (6) thing of the past? As the debate over home schooling versus public schooling continues, so do the questions about what home schoolers are studying at home. How can parents (7) ensure that their children are prepared academically for college? How are home schoolers (8) assessed to make sure they are getting the basics, the same educational standards that mainstream students must have? Finally, there are questions regarding the children’s emotional development. Are they too (9) isolated from their peers? Are they (10) missing out on the social benefits of being in a large classroom of their peers? As with any (11) debatable issue, the answers to these questions are neither simple nor one-sided.

**While-reading**

*Complete these sentences.*

1. The main reasons for home schooling are...
2. People are worried about home schooling because...
3. I might (or I might not) teach a child at home because...

**Vocabulary work**

Look at the underlined words in the background reading. Write the number of each word beside its synonym below. The first one has been done for you.

- a. controversial, questionable - 11
- b. developed, arisen
- c. guarantee
- d. losing an opportunity for
- e. uncommon or unconventional
- f. separated or secluded from
- g. social demands from your "group"
- h. something that is not used anymore or is obsolete
- i. tested, evaluated
- j. threatening, teasing
- k. traditional, conventional

### **Teaching at Home Hits on: New High with Internet**

Read the title of the article and the first paragraph. Then write three questions which you would like the article to answer. Use the question words given.

**Where?**

**How?**

**How many ?**

Teaching at Home Hits New High with Internet; As Schools Fight for a future  
15,000 Families Join the Trend Towards Teaching Children at Home

By Dorothy Lepkowska (from *The Evening Standard*)

Record numbers of children are being taken out of school and educated by their parents at home. Up to 100 children a month nationally are leaving the classroom because of their parents' disillusionment with the education system. Around 15,000 families are now teaching their youngsters at home, a rise of 50 per cent from last year, according to latest figures.

The popularity of home tuition has traditionally been blamed on the rigidity of the examination system, parents being unable to get their children into the school of their choice, and dissatisfaction with teaching methods. Some parents also prefer to keep their children at home because of bullying and a lack of discipline in schools. Academics now claim, however, that a significant proportion of families educating at home do so because they feel that the concept of institutionalised education is a thing of the past. They believe that schools could be obsolete within 20 years as parents turn instead to media technology, such as the Internet, to educate their children.

Under the law, parents must ensure their children are educated, whether at school or at home. It is the responsibility of local authorities to safeguard their schooling. Professor Roland Meighan, a senior lecturer in education at Nottingham University, said parents were fed up with the constrictions of the existing education system. He said: 'Schools have become an outdated concept from the days of the town crier, when information was scarce and a central figure was needed to impart knowledge. Parents are now coming to the conclusion that education is moving on, and they do not want their children to be stifled by conventional methods.'



Professor Meighan said many academics now thought schools as we know them could become obsolete within 20 years. Instead, children will be taught at home using the Internet, computers, and video. He said: 'The schools of the future will be small pockets of children, sharing equipment in each others' homes, with teachers taking on a new role as advisers, sorting through the available information.'

The future of institutionalised schooling was recently called into question by Sir Christopher Ball, the director of learning at the Royal Society of Arts. He predicted the education system of the future would include a global curriculum and a worldwide qualifications system. He said: 'Some existing marginal models of schooling will move into the mainstream—community schools and home schooling, for example. No doubt, other models as yet unseen will emerge.'

### **How Opting Out Brings *O-Level* Success at 13**

Leslie Barson is already running a prototype of the type of school educationalists predict will educate children in the future. Based partly at a community centre in Brent and partly in family homes, the Otherwise Club is comprised of some 35 families around north London. Professional teachers are brought in where necessary to help with more specialised subjects, but for the most part parents and children work together on projects such as study of the Greeks and the American Civil War, reading up on events, making costumes, and learning how people used to live.

Parents opting out of school claim the flexibility of home learning means some children sit one of two GCEs by the age of 13. Ms Barson's own children, Luis, age 12, and 7-year-old Lilly, have never attended school. She pays around 2,000 a year for private tutors to help in specialised areas. She set up the Otherwise Club six years ago with just a handful of youngsters. She said: 'The whole idea of educating children should be to develop their self-confidence. Our children do not see adults as disciplinarians.' Her son agrees. Luis, who is currently teaching himself math, said: 'I like the freedom to learn things that interest me, particularly music. I don't feel I am missing out on anything by not being at school because I am a member of various clubs and have friends who attend normal school.'

### **The 'Danger' of Isolating Children**

Home schooling could affect children's relationships with their peers and other adults because of prolonged periods spent with their parents, educationalists have claimed. Most academics concede that education will in the future be increasingly centred around the home, and fear children could become isolated and withdrawn. Professor Michael Barber, of London University's Institute of Education, said pupils could spend half their time at school and half at home as a compromise. He said home tuition would play an increasingly significant role in educating children in the coming years. 'I believe very strongly that children need to have the experience of school,' he added. 'There is the quality control issue of ensuring pupils are taught the basics and assessed. Children also need to spend time with their peers to learn the rules of work in a democratic society and learn to deal with relationships with adults other than their parents.' Margaret Rudland, head teacher of Godolphin and Latymer

School, Hammersmith, said children needed to experience the ‘rough and tumble’<sup>4</sup> of peer associations.

### **While-Reading**

1. Which of the following sentences are the main ideas of the text and which are supporting details f. Mark each sentence as either main idea (MI) or supporting detail (SD). The first one has been done for you.

- MI 1. Home schooling is increasing in popularity.  
2. Around 15,000 families now educate their children at home.  
3. Many parents are unhappy with the traditional schools.  
4. Some educators believe traditional schools will not exist in the future.  
5. Some people think the Internet and modern technology will replace the teacher and the classrooms of today.  
6. Sir Christopher Ball believes future educational systems will include a worldwide qualifications system.  
7. Some people believe isolating home schoolers from their peers can be dangerous.  
8. Home schooling may affect children’s socialization skills because they spend too much time alone.

2. In each set, circle the two choices that accurately complete the sentence.

Then discuss your answers with a partner.

1. It was reported that in England  
a) about 15,000 students were taken out of school.  
b) no more than 100 children per month are being taken out of school.  
c) more than 100 children per month are being taken out of school.
2. Academics who support home schooling believe  
a) institutionalized education is still important.  
b) schools could be obsolete in 20 years.  
c) media and the Internet will become increasingly important in education.
3. Sir Christopher Ball, director of learning at the Royal Society of Arts, predicts education systems in the future will  
a) have a global curriculum.  
b) include more home schooling and community schools.  
c) have a qualifications system based only on community needs.
4. In the Otherwise Club  
a) students develop self-confidence.  
b) teachers are brought in to teach many of the main subjects.  
c) students attend various clubs and have friends in normal schools.
5. Some educationalists believe home schooling can affect students’ relationships with their peers because  
a) the students spend long periods of time with their parents.

b) the students' lives are centered around their homes.

c) the students study for many long hours.

3. How do you think the following issues are dealt with in a traditional school and in a home school? Complete the chart. Refer to the reading for help. Discuss your answers with a partner. An example has been done for you.

Issues	TRADITIONAL SCHOOL	HOME SCHOOL
peer pressure and bullying		<i>Students don't have to worry about this because they study at home.</i>
socialization skills		
teaching methods/materials		
role of teachers/role of parents		
self-discipline and motivation		
student interest in learning		

### After-reading

What type of school would you choose for your child? Why?

### Links

Are there any people in Russia who support the idea of home-schooling? Using the search engines find information about our country and make a survey.

Ex.

<http://mradost.livejournal.com/tag/%D0%B4%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D0%B5%D0%B5%20%D0%BE%D0%B1%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D0%B5> - a blog written by a mother of three kids. She teaches them reading, writing, foreign languages. Children study math via the Internet. The blogger describes the advantages of home schooling and *unschooling*.

[http://letidor.ru/article/semeynoe\\_obrazovanie\\_v\\_rossii\\_75299/](http://letidor.ru/article/semeynoe_obrazovanie_v_rossii_75299/)

The article is about the tumult caused by the changes in the Russian Education. Parents, who prefer home-schooling, share their opinions and worries with the readers.

### Lessons leave not time for play in Seoul

*Andrew Ward*

**Andrew Ward on the South Korean education system where fierce competition has spawned an \$11bn-a-year private evening school industry.**

A 17-year-old boy drifts into sleep, his head drooping into the textbook open in front of him. It is 9pm and Yang Dong-myung has two more hours of study to complete before going home. Around him sit other teenage South Koreans struggling to stay awake as a tutor scribbles English vocabulary on a blackboard.

Mr Yang and his classmates are among the roughly 80 per cent of South Koreans who attend private evening schools, known as *hagwon*, to improve their chances of reaching university. An almost cult-like devotion to learning has been among the driving forces behind South Korea's rapid economic development over the past half century, creating one of the world's most highly educated workforces.

But concern is growing that the obsession with education has spun out of control, putting children under too much stress and families under pressure to pay expensive tuition fees.

The government signalled its alarm last month by announcing plans to outlaw evening classes after 10pm as part of tougher regulation of the \$11 bn (€8.6bn, £5.8bn) *hagwon* industry.

Mr Yang attends his *hagwon* in Seoul four evenings a week from 6pm to 11 pm after a full day at school. "I get tired and fall asleep in class," he says. "But in Korea education is important so my parents force me to study."

South Korea spends 6.8 per cent of gross domestic product on education, more than any other member of the Organisation for Economic Cooperation and Development. However, the country's public spending on education is below the OECD average at 4.1 per cent, highlighting the role played by private tuition in Asia's fourth-largest economy.

The teachings of Confucius, the ancient Chinese philosopher who stressed the importance of scholarship, influence many east Asian societies.

In South Korea, the zeal for learning is reinforced by a belief that knowledge is crucial to the bid to catch up with richer nations such as Japan and slay ahead of China.

"Korea is a country with few natural resources so to better ourselves individually and as a nation we have to use our brains," says Lee Nan-young, mother of two teenage students.

Commitment to education is reflected by research showing South Korea's 15-year-olds have the highest scientific literacy and second-highest mathematics standards among OECD countries. A slogan on the classroom wall in Mr Yang's English lesson reads: "Accomplish your dreams". But dreams come at a price: in his *hagwon*, fees of \$280 a week.

"Half of our family's income is spent on education," says Lee Sook, mother of two *hagwon* students. "We go without holidays to afford it. In every area of life we make sacrifices for our children's education."

Lee HaDg-soo, vice-president of Mr Yang's *hagwon*, says the school grants bursaries to children from poor families. But he admits South Korea's education system is divisive: "The 20 per cent of children that don't attend *hagwon* are split between those that can't afford it and those clever enough not to need it." Private tuition has become so entrenched that public schools skip parts of the curriculum on the assumption it will be taught in evening

"Public education teaches students to be rounded individuals; *hagwon* exist to get them through the university entrance exam," says Mr Lee.

Getting into a good university is considered a ticket to success in status conscious South Korea, where people are judged according to educational background.

The annual entrance exam is so important that people start work an hour late on test day to keep roads clear for candidates, while airports restrict take-offs and landings during the exam to avoid disturbing students. However, there is growing awareness of the negative consequence of such a fanatical approach to education.

"I worry about my children having no time to exercise and have fun," says Lee Nan-young. "Children are getting fat because they are always studying."

Jung Bong-sup, head of school policy at the ministry of education, says the *hagwon* style of teaching fails to provide the skills needed in the modern global economy.

"Students memorise facts but they don't learn the ideas behind them," he says "In the 21st century people need to think creatively and that requires more interactive education."

*Financial Times*

#### **4.4 Harmful addictions**

##### **Pre-reading**

"Hi! My name is Barry and I check my **e-mail** two to three hundred times a day"

Look at the quote. Barry introduces himself with his first name and his problem. What kind of problem could he have? What kind of group does he introduce himself to? Discuss your thoughts with a partner.

*In a small group, discuss your answers to the following questions.*

6. Most people have heard that nicotine, the substance in tobacco, is addictive. What other substances or activities can people be addicted to or dependent on? Make a list of other addictions.

7. Do you know anyone who has been addicted to one of the items on your list? If so, describe that person and his or her addiction.

8. Anne Lamott, author of a book of essays called *Bird by Bird*, writes, "Getting all of one's addictions under control is a little like putting an octopus to bed." What does she mean? How do you feel about her analogy? Explain.

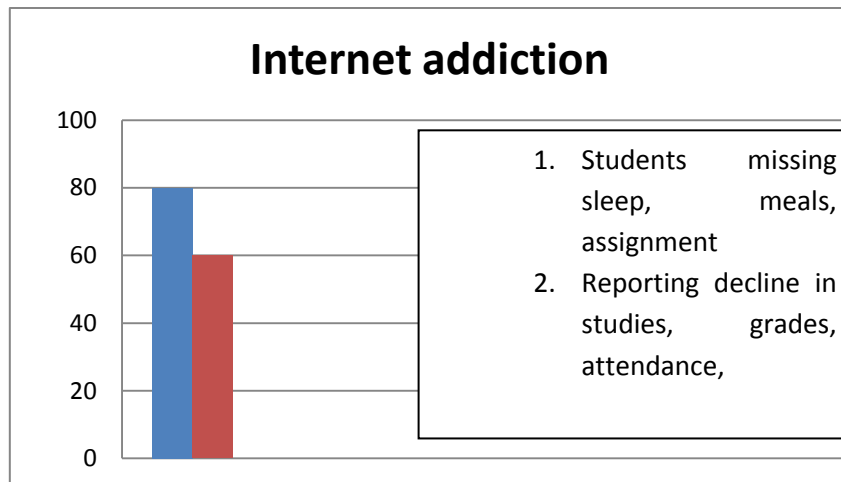
##### ***Read the following article.***

Bill, a student at the University of Maryland who doesn't want his last name used, said recently: "I'm online probably 4 or 5 hours a day, most days. So I guess that's over 30 hours a week. Am I an addict? I don't know, but I can't get through the day without checking my e-mail several times, downloading music, surfing the Net, or going into a chat room."

Bill, and students like him, are becoming increasingly common on college campuses all over the United States. Can engaging in a behavior such as computer use actually be considered an addiction? Should professors and students be turning each other in to campus police? For years, researchers have been trying to make sense of the biology and psychology of addiction, its causes, and its cures. "Addiction"

used to mean abuse of substances such as drugs, alcohol, and nicotine. These days, though, the word *addiction* is also being applied to Internet use, gambling, sex, shopping, and even travel.

The results of two recent studies of college students by researcher Victor Brenner show cause for concern. Look at the data from these studies.



So, if students are devoting more time to high-tech play than to study, is this an addiction? Without defining it precisely, psychologists who have noticed the compulsiveness of Internet users suggest that some kind of therapy may be needed. In fact, some campus officials have responded by putting together support groups for students who present with a variety of addiction-like symptoms, including repetitive stress syndrome (severe wrist pain), excessive fatigue or tiredness, and back and eye strain.

Beyond college campuses, new issues are coming out as a result of increasing Internet use. One study of the general population, conducted by Dr. Kimberly Young of the University of Pittsburgh, showed that 8.1 million Americans are spending upwards of 40 hours a week on the Net. If this is so, they probably are not doing much else: not much socializing, going to movies, eating out, or supervising their children. Volunteering is decreasing; loneliness is increasing. Fulfillment becomes limited to interaction on a screen. What happens to community life?

Whether at college or at home, Americans and others around the world are increasingly dependent on the Internet for work and for fun. The medical community is alert to the dangers, both physical and psychological. Will "Internet addiction" soon be an entry in the *Physician's Desk Reference*, the chief diagnostic tool for doctors? You will have to check the latest news ... on the Net!

### **While-reading**

1. Read the statements, and write A (agree), D (disagree), or ? (can't decide) in the blank. Compare your answers with those of a partner.

1. A person who spends 40 hours a week online could be called an Internet addict.

2. It's as easy to get addicted to the Internet as it is to get addicted to nicotine.

3. Electronic communication (e-mail, chat rooms, online discussion

groups) is cold and impersonal.

4. Internet addiction is not as serious as other addictions, such as gambling, nicotine, and drugs.

5. The Internet is fun, useful, and practical, and cannot be viewed as dangerous.

## 2. Vocabulary work

*Read the words or expressions below on the left. Then find the definition on the right that is similar in meaning to each word or expression. If necessary, read the background reading again for more clues about the meaning. Write the appropriate letter in the blank.*

1. Surfing	a) treatment of problems by talking about: them
2 chat room	b) technologically advanced
2. engaging	c) inability to control certain behavior
in	d) electronic discussion groups in which people exchange written messages
3. turning	e) personal satisfaction
each other '	f) people who meet to help each other with a problem they all share
4. devoting	g) show signs of an illness by having a particular type of behavior or condition
5. high-tech	h) spending or using time or effort
6. compulsiv	i) looking for information (on the Internet)
eness	j) organizing
7. therapy	k) raking part in or participating in
8. putting	l) identifying each other to the police or an authority
together	m) appearing
9. support	
groups	
10. present	
with	
11. coming	
out	
12. fulfillment	

### After-reading

*Read the description of the situation and the roles for this simulation activity. In your discussions, refer back to the ideas and vocabulary from the article.*

### SITUATION AND ROLES

Every year, the National Psychological Association holds a conference to discuss professional issues. This year's theme is "Addiction". You are psychologists attending the conference. The afternoon sessions, or meetings, are made up of interactive discussions about addiction. During these special sessions, participants share and build on each other's ideas. Then they must summarize their discussions for the participants in the other sessions.

#### Session One: Addictive Personalities

**Discussion Topic:** Are some people more likely to develop an addiction than other people?

Define an addictive personality.

Identify different addictive personality types, and give examples from people you know.

### **Session Two: Recovery Methods**

**Discussion Topic:** What are some of the different methods used around the world to help people recover from addiction?

Identify different recovery strategies.

Discuss the pros and cons of each method.

### **Session Three: Psychology of Online Communication Discussion Topic:**

How is the Internet affecting our personal relationships?

Identify the ways the Internet and e-mail may be affecting people's relationships.

List the pros and cons of online communication.

Make recommendations for the future use of online communication.

Break up into three groups, decide which session each group will role-play, and choose a leader and a note taker.

Conduct a highly interactive discussion session. Make sure the note taker writes down the main points. Use expressions like the following:

Not only that, but I would also say that .

Your point makes me think of

Another thing I'd like to bring up is

OK, and to add to that idea, I'd say

Summarize your discussion for the whole class.

### **DESIGNING A SURVEY**

Read the quiz on page 22. It is used to diagnose Internet addiction.

Test

yourself or a friend.

Work with a partner. Choose one of the "other addictions" such as compulsive shopping, workaholism, compulsive eating, compulsive gambling, exercise addiction, and so on. Using the Internet survey as a model, design your own survey to diagnose the addiction you chose. You may use the same scoring system as in the model.

Use your survey to interview a friend or a classmate. Share the results with the class.

### **Hooked on the Net?**

*Take this quiz to see if your passion for the Net has become an all-consuming addiction. Check the appropriate boxes. Remember—be honest!*

Do you lose track of the time because you are on the computer all night?

Do you dream about surfing the Net?

Have you ever missed class or called in sick to work because you were too busy online?

Do you introduce yourself by immediately giving out your e-mail address?



Do you neglect your pets because you are online and forget to feed and walk them?

Does your family constantly complain that you are spending too much time in front of the computer?

Have you forgotten to do your usual chores around the house?

Do you talk more to your friends around the world via e-mail than you do to your neighbors?

Do you feel uncomfortable at the thought of going on vacation without your computer?

### SCORING

*If you answered YES to . . .*

0 – 4 questions -Don't worry! You can get a bit carried away, but it's just a fun hobby.

5 to 8 questions - You may be getting hooked. Try to cut down on the number of hours you're on the Net.

9 to 10 questions - Watch out! Stop cold turkey now, and run to the nearest support group.

### Links

Watch the video

<https://www.youtube.com/watch?v=gxlnjp5p0Do>

<https://www.youtube.com/watch?v=yQ0YQizb2AQ>

Do you agree that Internet addiction can be called a mental illness? What proof is given in both videos? What alarming signs are described?

### Pre-Reading

Are you surprised that a 12-year-old child could become an alcoholic?

At what age (if any) should you be able to drink:

(a) wine? (b) beer? (c) spirits?

### Binge Drinker aged 12

*By Jacqui Thornton*

11 ALCOPOPS, 4 PINTS OF STELLA, FIVE BUBBLEGUM SHOTS AND A BOTTLE OF VODKA... ALL IN ONE NIGHT

BINGE-DRINKING girl Sherrie Cooke has revealed the shocking rate of booze she used to sink in ONE NIGHT after getting hooked on alcohol aged just 12.

She began boozing with pals and got steadily worse over four years - regularly ending up in a helpless drunken stupor.

A typical night's intake included 11 alcopops, 4Vi pints of Stella Artois lager, five bubblegum-flavoured vodka shots and a quarter bottle of vodka.

Sherrie admitted she often blacked out or felt ill. And after four years, she finally conceded she needed help.

She was sent on a three-week course to the School of Urban Wilderness Survival in North Carolina. And she so impressed organisers that on completion they gave her a scholarship to a top US boarding school.

Sherrie, from Northampton - who now insists she is only a "moderate social drinker" - confessed: "I drank more than anyone else. I was a drunken teenager."

Months after she began drinking, the youngster stopped going to school. And by 14 her boozing was causing such chaos at home that her mum threw her out.

Even then, Sherrie continued to go to bars which offered "all you can drink for £13" while she lived with her grandparents and friends.

She spent £28 of her £45 income support on drink.

Sherrie said she first got drunk after downing alcopops at a nightclub - dressed in her school uniform.

She said: "It got to the point I was drinking every day. When I went out I'd start with Stella, share a bottle of Vodka and a bottle of Archers schnapps then go out for more. I'd have a shot after every half of lager.

"I was really bad. I didn't realise I was an alcoholic till I went to America and looked back at my life. It was a waste of my life but I have a better adult life now.

"I want to do more with it. I've wasted two years of my life clubbing - I'm already bored of it and I'm only 16.

"This experience has taught me to appreciate things and realise there are other ways of doing and acting on things. I'm not going to go back to that ever."

During her US course, Sherrie was forced to trek through mountains with no access to drink, cigarettes, drugs, friends or family.

She carried a tent, food rations and clothes and spent two nights in isolation, setting up her own camp, lighting fires and cooking.

Sherrie saw a counsellor and at last began to realise what she was doing to herself.

She now has her own flat and works in a call centre. She is due to start at the Massachusetts boarding school next month.

Mum Linda, 42, said the course was "the best thing that could ever have happened to her," Linda told how Sherrie's boozing left the family on a knife edge. She said: "It was pretty frightening. I had to protect my other children. Sherrie became extremely violent. She never went to school and came home drunk. She would come in, thumping the doors, thumping the walls, smashing things and breaking things.

"Then she's start shouting at her siblings. It was unbearable."

Sun GP Carol Cooper said she had never heard of a youngster drinking so much.

She said: "This girl was clearly an alcoholic at 12. Young people get drunk more easily because their livers aren't as mature.

"They are therefore more likely to pass out or go into a coma. Sometimes the first symptom is coma or even death."

Anna Pelly, assistant producer of the TV show, said Sherrie had beaten her drink demons. She said: "She's got a promising future. We are all really pleased."

British teenagers are among the worst binge drinkers in Europe, with girls more likely to get drunk than boys, claim researchers.

A European survey reveals 'chronic' drinking problems in 15 and 16-year-olds, which leads to rifts with parents, unplanned pregnancies and injuries.

The survey found more than half of teenagers in the UK have been binge-drinking in the past month - defined as five or more drinks on any one occasion.

One in three admitted getting drunk in the past month - the third highest rate after Denmark and the Isle of Man. And only in Iceland, Norway and Sweden are girls more likely to binge drink .

Last night head researcher Professor Martin Plant, from the University of the West of England, insisted the price of alcohol must be risen to protect those drinking at harmful levels.

Just last week the Government's chief medical officer proposed a 50p minimum for a unit of alcohol in a bid to end supermarket discount deals. A price rise is expected to save 3,000 lives a year.

*The Sun*

**While-reading**

**Grammar/ Vocabulary work**

1. Find and read the sentences with the words from the Glossary

**Glossary**

9. binge drinking: drinking a lot of alcohol very quickly
  10. booze: (noun) alcohol; (verb) to drink alcohol
  11. to sink (colloquial): to drink large amounts of
  12. hooked on: addicted to
  13. alcopops: a sweet alcoholic drink
  14. a pint: 0.568 of a litre
  15. a shot: a small amount of (vodka, whisky etc.)
  16. blacked out: passed out, fainted
  17. income support: government money paid to those on low incomes
  18. downing (colloquial): drinking a lot quickly
  19. on a knife edge: in real danger, at risk
  20. a GP: a General Practitioner, a family doctor
  21. pass out: faint
2. **As you read, match the words from the article 1-10 with their meanings a-j.**

crate	a free place at
pals	fainted, lost consciousness
steadily	told her to leave
intake	banging, hitting really hard
blacked out	friends
conceded	long, hard journey
a scholarship to	admitted, accepted
threw her out	large container, big box
trek	more and more, increasingly
thumping	consumption, how much you
	drink

3. Complete the journalist's notes about Sherrie's story.

### **Background**

a. A typical night's drinking would be vodka, 11 \_\_\_\_\_ and 4,5 half pints of \_\_\_\_\_

b. When Sherrie came home drunk, she would thump the \_\_\_\_\_ and \_\_\_\_\_, smash things and \_\_\_\_\_ at family.

### **Effects of drinking**

c. Stella would \_\_\_\_\_ out or feel ill. She was often found in a \_\_\_\_\_ stupor.

### **The cure**

d. Stella went on a \_\_\_\_\_-week course at the School of Urban Wilderness \_\_\_\_\_ in North Carolina. The course involved \_\_\_\_\_ through mountains with no access to \_\_\_\_\_, \_\_\_\_\_ or drink and no contact with \_\_\_\_\_ and family. She spent \_\_\_\_\_ nights alone setting up her \_\_\_\_\_, lighting fires and cooking the \_\_\_\_\_ she took with her.

### **Today**

Stella now works in a \_\_\_\_\_ and has her own \_\_\_\_\_. She's won a scholarship to a top boarding \_\_\_\_\_ in \_\_\_\_\_.

4. Now discuss the following.

a What do you think of the Sherrie Cooke story? Do you admire her or feel sorry for her?

b What did Sherrie learn from those four years of drinking?

c Some British councils ban the drinking of alcohol in public places like market squares and parks. Is that a good idea? Why/Why not?

d When is it acceptable/unacceptable to drink? Should people be allowed to drink alcohol: before they drive a car? on television? at football matches? at school? in restaurants?

e What effect does alcohol have? Is it something that helps people relax and enjoy themselves, or is it a dangerous thing that causes anti-social behaviour?

### **After-reading**

Role-play

**A company called Superpubs wants to open a new pub in your area and they have applied to the local council for permission.**

The Superpub would have five bars and seats for 1,000 people. It would create 120 new jobs and stay open until late at night. The local council are holding a public meeting before coming to a decision.

Divide into four groups, then write and role play the arguments put forward by one of the following. Use the language below.

**Group one:** the managing director of the brewery.

**Group two:** the police.

**Group three:** local residents in favour of the proposal.

**Group four:** local residents against the proposal.

**Group 1**

*One of our Superpubs would be great for this area because*

**Group 2**

*As far as the police are concerned, there are a number of things to consider.*

*For example,*

**Group 3**

*My name is \_\_\_\_\_ and I'm a local resident. I'm for the plan because I'm worried about*

**Group 4**

*My name is \_\_\_\_\_. I'm against the plan as for me,*

b After all the different views have been presented, take a class vote. Would you give permission for a Superpub in your area?

**Pre-reading**

**Family answers**

Answer the question ...

Is drinking beer or fizzy wine at a family gathering by children OK?

From the viewpoint of a ....

Grandmother /grandfather of 80

Mother of 35

Father of 28

Teenager boy of 16

Kid of 6

A girl of 12

Elder brother of 18

Attendance officer

Family doctor

*Read the text, what point of view is expressed by the author of the article? Explain the meaning of the title.*

**Mother's Ruin**

*By Dr Margaret McCartney*

*By satisfying her curiosity and denting alcohol's glamour, I hoped I'd done a good thing.*

In one of my most enduring memories of childhood, I can see my little brother sneaking up to a glass of Guinness on Christmas Day and taking a furtive sip. He turned to reveal a cream moustache - and a nauseated grimace

This Christmas, I saw the same look of horror when my seven-year-old daughter asked me if she could have a taste of fizzy wine I said yes but only a tiny drop. She turned it, then promptly made a disgusted face that said, do adults actually drink this? I admit I was pleased by satisfying her curiosity and denting alcohol's glamour. I hoped I'd done a good thing

Liam Donaldson, the UK's chief medical officer, would disagree. He declared recently that children should not be drinking any alcohol under the age of 15. This

prompted two questions: Had I harmed my young daughter? And what should I be doing instead to teach her about alcohol?

Donaldson's report does not make for pleasant reading. There is evidence to suggest that some children under the age of 11 have had enough alcohol to become drunk; there are also children not much older who are regularly heavy drinkers. This is clearly a bad situation: early drinking has strong links to risky sex, truancy and poor performance in school. A drunken childhood becomes something to escape or recover from.

The evidence cited, from 29 papers on the subject, also suggests that the younger the age at which drinking starts, the greater the likelihood of harm. But frustratingly, this age was defined differently by the researchers. Many studies excluded children who had only had one sip of alcohol, saying that the "age of first drink" was marked by the first full drink taken. Other studies relied on interviewees to recall when that first drink was - a notoriously inaccurate process. Another study defined the starting age from when two drinks per week were taken.

One very interesting study, however, followed children at age 12 and then interviewed them again as adults age 30. The researchers, in New Jersey, found that children who drank younger had an increased risk of later becoming "problem drinkers". But they also found that children who had their first experience of drinking outside a family gathering had a relatively greater risk of developing problems.

While Donaldson's report gives a list of warnings, it lacks more constructive advice on things that would help, rather than harm. I'd like to see a trial of cautious introduction of alcohol in older children, with the point being little and rare tastes of the demon drink, accompanied by education, not interdiction - often the most tempting thing of all.

***Margaret McCartney is a GP in Glasgow.***

*Financial Times Magazine, 27/28 February 2010*

### **While-reading**

1. Define the key sentence of the text
2. Divide the text into logical parts. Find the key sentence in each part.
3. Find the key word in each paragraph.
4. Make an outline of the text.

### **Vocabulary/Grammar work**

5. Read these questions and correct the mistakes. Answer them.

What was author's most frustrating memory of the childhood?

The author's daughter didn't like her first drinking experience, didn't she?

Did she hope she has done the right thing?

Did the author get the answer what should be done instead giving the child alcohol to taste?

What are the consequences for a drunken childhood?

Tell other students what does Donaldson's report warn about?

Why didn't the author like the Donaldson's report?

6. Match the word with its definition

1. interdiction	a) attempting to avoid notice or attention, typically because of guilt
2. sneaking up to	b) Caused (someone) to feel upset or annoyed as a result of being unable to change or achieve something
3. furtive	c) remove from consideration
4. nauseated	d) drink (something) by taking small mouthfuls:
5. frustratingly	e) famous or well known, typically for some bad quality or deed
6. excluded	f) Filled (someone) with disgust
7. sip	g) an authoritative prohibition
8. notoriously	h) move or go in a furtive or stealthy way
9. truancy	i) the action of staying away from school without good reason; absenteeism:
10. dent	j) refer to (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work:
11. cite	k) have an adverse effect on; diminish:
12. disgusted	l) a feeling of revulsion or strong disapproval aroused by something unpleasant or offensive:

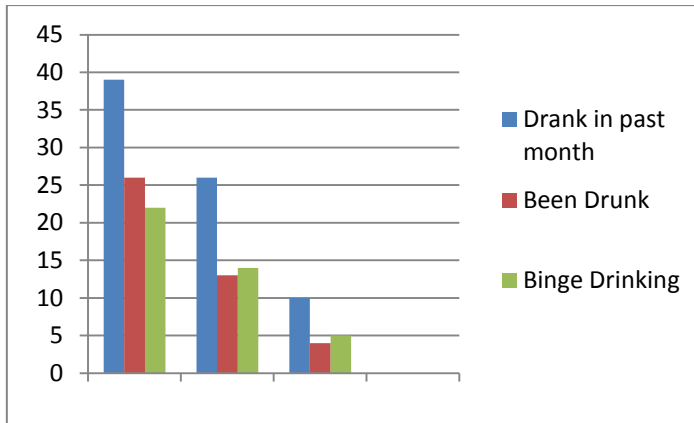
**After-reading**

7. Imagine the author's daughter grew up. What might she tell us about her mother and drinking habits?

*Comment on the diagrams describing the drinking patterns of teens*

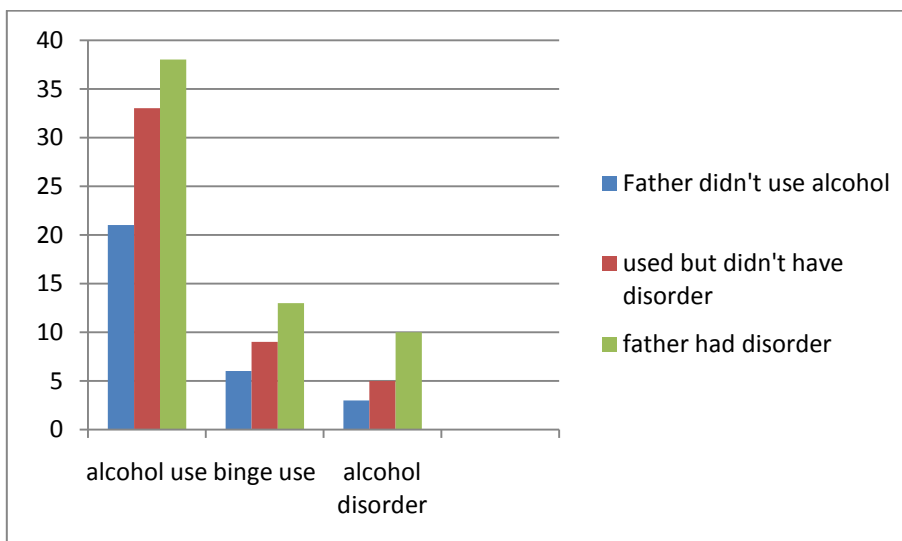
**Reported Drinking Patterns Among 8<sup>th</sup> – 10<sup>th</sup> – 12<sup>th</sup> grade students:**

**2013**



**Alcohol Use and Alcohol Use Disorder among Adolescents (Living with a Father) her), by the Father’s Level of Alcohol Use in the Past Year: 2007-**

**2014**



\*Binge alcohol use is defined as drinking five or more drinks on the same occasion (i.e., at the same time or within a couple of hours of each other) on at least 1 day in the past 30 days.

**Source:** 2002 to 2007 SAMHSA National Surveys on Drug Use and Health (NSDUHs).

Make a questionnaire on your group mates’ drinking habits and design your own diagram or pie chart.



### *Примерная тематика вопросов к экзамену*

- 1) Health and Medical care
- 2) Sport
- 3) Environment
- 4) Food
- 5) Family matters.
- 6) Education and its problems
- 7) Job, Career
- 8) Upbringing
- 9) Environment
- 10) English-speaking countries
- 11) Travelling
- 12) Globalization
- 13) Teacher's profession
- 14) Harmful addictions
- 15) Mass Media
- 16) Holidays
- 17) Art and Culture
- 18) Housing
- 19) Music
- 20) Personality
- 21) Daily routine

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9. How to write a perfect summary  
<http://leo.stcloudstate.edu/acadwrite/summary.html>

## Glossary

**Banner** - a headline that runs across the whole page

**Boldface** - dark, thick letters used in headlines

**Break** - first news of an event

**Byline** - name of news writer at the beginning of an article

**Classified ads** - a section of the paper listing jobs and things to sell

**Columnist** - writer who writes regularly in the paper

**Copy** - all printed parts of the paper

**Copy desk** - the area in the newsroom where editors work

**Copy editor** - someone who proofreads and edits the newspaper before the final copy goes to print

**Correspondent** - reporter who works out of town

**Cover** - to write the facts into a news story

**Crop** - to cut a photograph to fit into a given space

**Cut** - to shorten a story

**Cutline** - a caption under a photo explaining what it is about

**Dateline** - a heading that tells where and when the story takes place

**Deadline** - the time when all stories and copy are due for an edition

**Dummy n** - a model copy of the paper to show where articles, ads, and pictures are arranged

**Earupper** - corners of the paper that give information about the section or the weather

**Edit** -to check copy for mistakes and make it ready to print

**Editor** - someone who assigns reporters, decides what stories should be included, organizes the paper, and improves copy

**Editorial** - an article that tells the opinion of the writer

**Feature** - an interesting article, not always important news

**Filler** - a short article to fill space, not an important news item

**Flag** - the newspaper's name printed across the top of the front page

**Gutter** - the space along the crease where the pages fold

**Hard news** - important news articles found on the front pages

**Headline** - the title of an article printed in boldface

**Index** - a list that tells where things are in the paper

**Jump** - to continue a story on another page

**Kill** - to remove a story before printing the paper

**Layout** - the organization of the pictures, ads, and articles on a dummy

**Lead** - the first few sentences that tell the news story

**Masthead** - information about the editors usually found in a box on the editorial page

**Morgue** - a collection of the newspaper's published pictures and stories

**Proof** - a final copy of the paper to be checked before printing

**Release** - inside information given to the paper for an article

**Reporter** - someone who finds facts and writes articles for the paper

**Scoop** - an important news story that one reporter learns about first

**Syndicated** - columns, comics, and news stories that are sold to many newspapers

**Wire service** - provider of news stories sent electronically to a newspaper

Елена Владимировна Баронова

Светлана Сергеевна Сулова

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